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ABSTRACT

This document contains two guidebooks--a workbook for students and a handbook for teachers. Class activities are designed for English-as-a-Second Language (ESL) students at level 1B of the Washington State Core Competencies. Some activities may be appropriate for level 1A and/or level 2 students too. Materials are based on experience and are designed to help low-level ESL students find an entry-level job, complete the necessary paperwork, and behave appropriately in the workplace. Special emphasis is given to the communication skills needed in the first few days of employment. The books are divided into 9 units, each covering a different subject area. They include the following: "Names of Occupations"; "Experience and Skills"; "Looking for a Job"; "Application Forms"; "The Job Interview"; "Paperwork"; "Learning a Job"; "Safety"; and "Personal Qualities." In addition, the teacher handbook contains an appendix with full-size line drawings depicting various occupations, items, and activities. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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ED 447 731

EMPLOY-ABILITY

Teacher Handbook [and] Student Workbook, Spring 1998

Julia Menard-Warwick

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EMPLOY-

ABILITY

Teacher Handbook

FL 501421

written by Julia Menard-Warwick
illustrated by Jeanne Carlson
Whatcom Community College
Spring 1998

2A

INTRODUCTION:

This handbook was written to accompany the EMPLOY-ABILITY student workbook. Page numbers listed in the directions refer to page numbers in the student workbook, except where "Appendix" is specified. The Appendix is at the end of the Teacher Handbook. Activities are designed for ESL students at Level 1B of the Washington State Core Competencies. Students are assumed to have basic, sentence-level literacy in English. Some activities may be appropriate for Level 1A and/or Level 2 students as well. Materials are based on activities that Whatcom Community College ESL teachers have done in class; they are also based on the SCANS skills. They are designed to help low-level ESL students find an entry-level job, complete the necessary paperwork and behave appropriately in the workplace. Special emphasis is given to the communication skills needed in the first few days of employment (see Unit 7). Many activities specify the use of a teaching assistant. If no assistant is available, ask one of your more advanced students to help you demonstrate.

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UNIT ONE

NAMES OF OCCUPATIONS

1-1 Names of occupations

SCANS: Acquires information.

1) Introduce/review vocabulary.
Write on the board: WHAT'S HIS JOB?
WHAT'S HER JOB?
Hold up full-size line drawings, Appendix p.30-47, and ask "What's his/her job?" If a student answers correctly, repeat what s/he said, and have the other students repeat. If not, say the name of the occupation and have the students repeat. Write the name of the occupation on the board. After you do this a couple of times, have the students also repeat the question: "What's his/her job?" When you get to the end of the stack of pictures, write on the board:
WHAT DOES HE DO?
WHAT DOES SHE DO?
Repeat the above procedure, this time asking the question: "What does s/he do?"
Repeat again with the question:
WHAT IS HIS OCCUPATION?
WHAT IS HER OCCUPATION?

2) Give students the worksheets with the occupation pictures, pages 4-7. Have them write in the names of the occupations next to the pictures.

3) Play cards. Erase the board. Put the students in groups of 4. Give each student 4 occupation picture cards. You can make these by cutting up copies of the picture worksheets. The object of the game is to get as many cards as possible. Students should not look at their worksheets.

a) the first student holds up a card and asks the student on his/her right: "What does s/he do? If the second student can answer correctly, s/he gets to keep the card.

b) continue on around the circle.

c) play for about 15 minutes, then count who has the most cards.

UNIT TWO

EXPERIENCE AND SKILLS

2-1 Experience

SCANS: Interprets and communicates information.

1) Review names of occupations as above.

2) Point to yourself. Say "I am a teacher." Start making a chart on the board.

Name	Job	Country	How Long	Like the Job?	I Can
Julia	Teacher	USA	10 years	yes	teach students

3) Ask the students "In your country, what was your job? Did you like it?" Start with the highest level students and work down. Vary the question--e.g. "what was your occupation?" "what did you do?" As they answer, fill in the chart.

4) After the chart is filled in, write on the board:
WHAT IS YOUR EXPERIENCE?
Ask the students and get them to answer: I was a _____ in _____ for _____ years. I can _____. After you ask a few times, get the students to repeat the question as you ask it. You don't need to stress grammatical correctness. They can say *what you experience?* *I doctor.In Vietnam. 2 year.*--as long as they are understandable.

5) Give the students their own chart to fill in, page 10. They can circulate and ask other students "What is your experience?"

2-2 Tasks and Skills

SCANS: Self-management--assesses own knowledge, skills and abilities accurately.

1) Draw a rough picture on the board of a teacher teaching a class. Label it:

TASK: teach students
SKILLS: speak English well, write on board, plan lessons, ask questions, answer questions, help students.

2) Go over the vocabulary on the board. Have students draw their own pictures and label them.

3) Students should share their pictures with a partner.

4) Make a new chart on the board:

Name	Task	Skills
Julia	teach students	speak English, write on board, plan lessons....

5) Have students fill in the chart on their handout, page 11, first with their own information, and then with the information from several classmates.

UNIT THREE

LOOKING FOR A JOB

3-1 Conchita and Pham: Looking for a Job.

SCANS: Recognizes that a problem exists.

Look at the picture on page 13--talk about what students see in the picture. What are they doing? Read story aloud and answer questions.

3-2 Classified ads

SCANS: Locates, understands and interprets written information.

1) Bring in local newspaper. Open it to classified ads section. Have students repeat: "classified ads." Point to the "employment" section. Have students repeat "emplyment section."

2) On OHP show transparency of greatly enlarged classified ads, page 16. Read it aloud, reading abbreviations as whole words. Write the abbreviations on board or OHP, with their meanings next to them, e.g. exp=experience. Talk about vocabulary.

3) Give students the classified ads abbreviations worksheet, page 17. The students can do the matching exercise.

4) Have students complete the classified ads worksheet, page 18, answering the questions.

5) Give students an 11x17 photocopy of current classified ads from local newspaper, or the handout included in the packet, page 19. Tell them to circle three ads for jobs they like. Fill in worksheet, page 20 about these jobs.

3-3 Calling about a job.

SCANS: Receives, attends to, interprets and responds to verbal messages.

1) Read the classified ad on page 21. Note who to call. Teacher and teaching assistant model dialogue(s) about calling to make an appointment. Students listen and answer questions: what is the job? who does s/he call? when is the appointment? where is the appointment? They may need to listen more than once.

2) Pass out dialogues to students. They can practice reading them aloud several times.

3) Read and discuss the classified ads at the bottom of the page. Each student will roleplay calling about one of these jobs. The teacher or TA roleplays being the manager. The student needs to write down the address and time for the interview appointment.

3-4 Leaving a Message

SCANS: Speaks clearly and communicates a message.

Repeat the procedure for "Calling about a Job," except this time the student must leave a message with his/her name and phone number instead of making an appointment (see p. 22).

3-5 Applying for a Job

SCANS: Assesses own knowledge, skills and abilities accurately.

1) Look at the picture of the restaurant with the Help Wanted sign on page 23.
2) Have the students listen as you roleplay the conversation with a teaching assistant.
3) The students can practice reading the conversation with a partner.
4) Look at and discuss the pictures of businesses with Help Wanted signs on page 24.
5) The students practice the conversation, substituting info based on the new pictures.
6) The students can roleplay the conversation with you or a TA taking the role of the manager. They should look at one of the pictured businesses, but not at the words of the dialogue.

UNIT FOUR

APPLICATION FORMS

4-1 Easy Application Form

SCANS: Records information completely and accurately.

1) Put a copy of Form A on page 26 on the OHP. Interview a student and fill in the information.

2) Have students fill in their own copies of the form.

4-2 Intermediate Form

Repeat above procedure using Form B, page 27.

4-3 Authentic Form

Repeat above procedure using Form C, page 29-30, but refer students to the vocabulary on page 28 while you're going over the form. Skip parts of the form that are not relevant.

UNIT FIVE

THE JOB INTERVIEW

5-1 Conchita and Pham: The Job Interview

SCANS: Recognizes that a problem exists.

Look at picture on page 32 and talk about what students see. Read story aloud. Answer questions orally, whole class.

5-2 Basic Job Interview

SCANS: Self-esteem, self-management, assesses own knowledge, skills and abilities accurately, uses verbal and body language appropriate to the occasion.

1) Teacher and teaching assistant demonstrate a bad job interview (Interview A, page 35)--the applicant slouches in and throws him/herself down in a chair, answers questions in monosyllables, fidgets, etc.

2) Teacher and TA demo a good job interview (Interview B)--good body language, short but complete answers, etc. See script.

3) Students practice reading good job interview dialogue with a partner. Then they get another copy (Interview C) in which they can fill in their own information. They practice interviewing their partner.

4) Each student gives his/her script to a teacher or TA and has a practice job interview. Teacher or TA comments on his/her body language. If necessary, replay interview till body language is correct.

UNIT SIX

PAPERWORK

6-1 W-4 form

SCANS: Records information completely and accurately.

1) Put handout, page 39, on OHP. Students fill out their own handouts as you go through the vocabulary.

2) Put authentic W4 on OHP. Students transfer information from their handouts onto their own authentic W4, then fill out the personal information at the bottom.

6-2 I-9 form

SCANS: Records information completely and accurately.

1) Fill out Section 1 of the I-9 on an authentic form on the OHP. Talk about vocabulary, page 43 as you do so.

2) Students can fill out their own forms, Section 1.

3) Look at the back of the I-9 form. Go down List A, and have students circle the kind(s) of ID that they have.

4) If a student does not have any ID from List A, work with him/her individually, pointing out that a drivers license AND social security card together are sufficient.

5) Impress upon students that they must bring their ID to a new job.

6-3 Work Schedule

SCANS: Records information completely and accurately. Locates, understands and interprets written information. Allocates time--prepares and follows schedules.

1) Put the filled in work schedule on the OHP and ask students some questions about it. e.g., "What hours does _____ work on _____?"

2) Have students read the schedule and write the answers on the handout, page 46.

3) Dictate hours for students in the class. They should write the names and hours on the blank schedule, page 48.

4) Ask students what their own (imaginary) hours are, based on the times you dictated.

UNIT SEVEN

LEARNING A JOB

7-1 Conchita and Pham--Getting a Job

SCANS: Recognizes that a problem exists.

Look at picture, page 50, talk about it. Read story, answer questions.

7-2 Names of Tools and Locations

SCANS: Acquires information, allocates resources.

1) Hold up line drawings of tools, Appendix, pages 48-55. Ask the students "What is it?" Write the answers on the board. Then review once more.

2) Have the students complete the matching worksheet, page 53.

3) On large poster or feltboard depicting cabinet/drawers/shelves combo, demonstrate "put the hammer on the top shelf" etc. Have students repeat the directions chorally. Point to the different areas on the poster where the tools are. Ask "where is the hammer?" etc., and have students respond "on the top shelf."

4) Have the students complete the matching worksheet on page 56.

5) Give your students scissors. Direct them to cut out the tools pictures on page 54, one at a time. For example, you say, "Cut out the plunger. Now cut out the drill." This will reinforce the vocabulary.

7-3 Asking for Repetition

SCANS: Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Hand the tools to a TA. Give the TA 3 or 4 step directions. "Put the drill in the top shelf. Put the screwdriver in the bottom drawer. Put the scissors in the right-hand cabinet." Have the TA not ask questions, misunderstand, and put the tools in the wrong places. Act angry.

2) Tell the TA again what to do. This time the TA demonstrates asking for repetition. Follow the dialogue on page 57. TA puts the items away correctly.

3) Students practice reading the dialogue.

4) Pass out tool sets and cabinet assemblages. Tell students where to put the tools. Try to get them to ask for repetition--speak quickly if necessary.

5) Students can practice this in pairs.

7-4 Active Listening

SCANS: Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Hand the tools to a TA. Give the TA 3 or 4 step directions. "Put the drill in the top shelf. Put the screwdriver in the bottom drawer. Put the scissors in the right-hand cabinet." Have the TA not ask questions, misunderstand, and put the tools in the wrong places. Act angry.

2) Tell the TA again what to do. This time the TA demonstrates active listening. Follow the dialogue on page 58. TA puts the items away correctly.

3) Students practice reading the dialogue.

4) Pass out tool sets and cabinet assemblages. Tell students where to put the tools. After each direction, have them repeat the direction questioningly.

5) Students can practice this in pairs.

7-5 Asking questions

SCANS: Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Review names of tools and locations in cabinet assemblage by asking: what's this? and pointing to tool pictures or cabinet poster.

2) Give a TA five step directions: Put the screwdriver in the top drawer, put the rags in left-hand cabinet, put the mop in the closet, put the hammer on the top shelf, and put the tape-measure on the second shelf. The TA gets totally confused and puts them away wrong. Try it again. This time the TA asks questions "where do I put the _____?" "what do I do next?" "could you show me?" Follow the dialogue on page 59.

3) Write the questions on the board, and practice saying them.

4) Students practice reading the dialogue.

5) TA comes to teacher with tools, and gets teacher to tell him/her what to do by asking questions.

6) Students with own tool cut-outs and cabinet assemblages ask and tell each other what to do.

7-6 Getting Work Checked

SCANS: Receives, attends to, interprets and responds to verbal messages; asks questions when needed; allocates resources.

1) Review names of tools and cabinet assemblage as above.

2) TA comes up and puts all tools away in cabinets. Sits down.

3) Teacher approaches cabinet assemblage. Mimes looking frantically for something. Finally finds it. Looks angry and disgusted. Acts out being angry at TA.

4) TA asks questions about where to put tools. Teacher answers, sits down. TA puts all tools away. Goes to teacher and asks "Could you check my work?" Follow the dialogue on page 60.

5) Students practice reading the dialogue.

6) Teacher directs students to put tools away. The first five times, the students reply with active listening. The second five the students have to ask "what do I do next?" and "where do I put the _____?" and "could you show me?"

7) Students say to each other, "Excuse me, could you check my work?" "Is this OK?"

8) Teacher and TA walk around and students ask them to check their work.

7-7 Conchita and Pham, Talking to Co-workers

SCANS: Recognizes that a problem exists.

Look at picture, page 61, talk about it. Read story. Answer questions.

7-8 Talking to co-workers

SCANS: Demonstrates understanding, friendliness, adaptability, empathy and politeness in new settings.

1) Teacher writes THURSDAY on board.
Teacher and TA sweep classroom. When they finish, they stop and TA introduces him/herself. Follow dialogue, page 64.
2) Students read the dialogue aloud in pairs, then practice introducing themselves to several classmates.

3) Teacher writes FRIDAY on board. Teacher and TA sweep classroom. When they finish, TA says: "Hi, _____. How are you?" Follow dialogue, page 64.

4) Students practice reading the dialogue aloud with a partner, and then walk around and practice with several other students.

5) Teacher writes MONDAY on board. Teacher and TA sweep classroom. When they finish, follow dialogue, page 65. Students practice this dialogue as above.

6) Teacher writes TUESDAY on board. Teacher and TA sweep classroom. When they finish, follow dialogue, page 65.

7-9 Asking for help

SCANS: Asks questions when needed.

1) Review names of tools and cabinet assemblage.

2) TA starts putting tools away in cabinet. Acts confused. Teacher or other TA comes by, sweeping. Follow the dialogue on page 66.

3) Students practice reading dialogue.

4) Look at pictures of people who need help, page 67. You can also use the full-size line drawings, Appendix pages 56-60. Go over any new vocabulary in pictures. Practice what these people say, first whole class choral repetition, then in pairs.

5) Students in pairs ask each other for help with putting tool cut outs away in cabinet assemblage.

UNIT EIGHT

SAFETY

8-1 Conchita and Pham: Safety at Work

SCANS: Recognizes that a problem exists.

Look at picture, page 69. Talk about it. Read story. Answer questions.

8-2 Safety Equipment

SCANS: Acquires information; wears clothing appropriate to work site. Exercises leadership.

1) Hold up line drawings of safety equipment, Appendix, pages 61-66. Ask "what is it?"

2) Have students do matching worksheet on page 72-73.

3) Hold up pictures of safety equipment again. Ask "What's it for?" Elicit answer (probably from TA) "To protect your _____."

4) Students fill in chart handout on page 74.

5) Look at pictures of people working in unsafe situations without safety equipment, page 75. You can also use full-size line drawings, Appendix pages 67-74. Go over any new vocabulary. Note that in 2 pictures, safety equipment is irrelevant. Teacher or TA acts out consequences. Practice saying. "Excuse me. This is unsafe. I need a _____." First whole class, choral repetition, then in pairs.

8-3 Warnings

SCANS: Receives, attends to interprets and responds to verbal messages; speaks clearly and communicates a message. Exercises leadership.

1) Review names of safety equipment, page 72. What's this? What's it for?

2) Look at pictures of people working in unsafe situations again, page 75, or Appendix page 67-74, especially the ones where safety equipment is irrelevant. Go over any new vocabulary. Teacher or TA acts out consequences.

3) Go over warnings on page 76.

4) In pairs, look at the pictures of unsafe situations, and practice warning each other "Careful! It's broken, etc." OR "Watch out!"

5) Direct students to act out unsafe situations, based on pictures, slippery floor, etc. Have other students warn them.

6) Throw a beach ball at students' heads. Everyone can practice yelling "Watch out! Duck!"

7) Hold up pictures of unsafe situations again. Teacher and TA demonstrate dialogue, page 76, "Excuse me. It's unsafe."

8) Students practice this dialogue, whole class, then in pairs. Then the teacher can direct them to act out unsafe situations in front of the class as before. This time they tell their boss about them.

UNIT NINE

PERSONAL QUALITIES

9-1

SCANS: Responsibility, self-esteem, social, self-management, integrity.

With a TA act out dialogues 1-4, illustrating positive personal qualities. After each skit, discuss it with the students--what did they see? Using the skit, try to ensure that they understand the vocabulary, eg responsible. After each skit, have the students circle yes or no on their papers to say whether or not they have this quality.

9-2 Appropriate Clothing

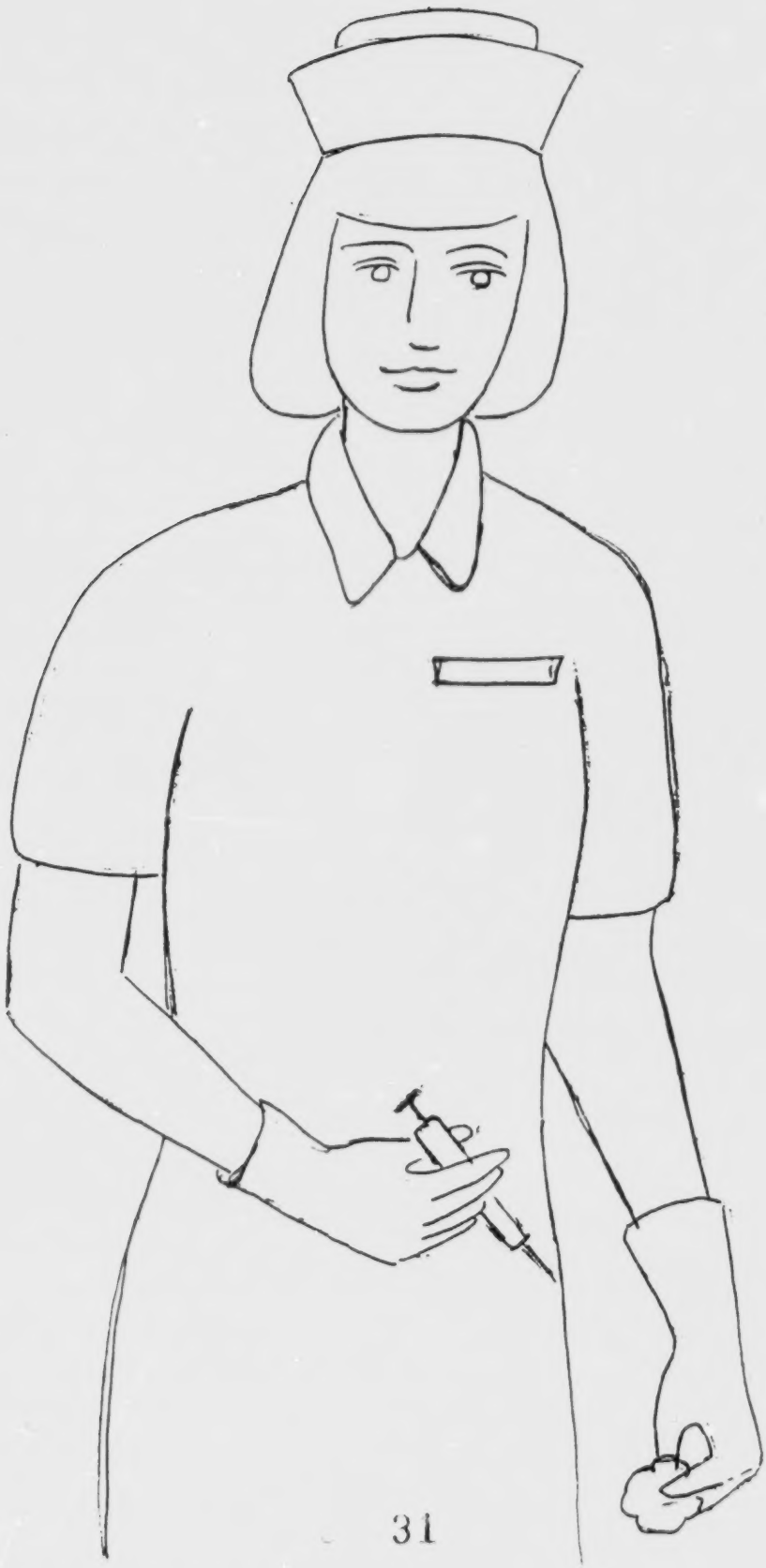
SCANS: Wears clothing appropriate to the work site.

Repeat the above procedure, but instead of acting, look at the pictures on page 81. Talk about which students in the class are appropriately dressed for work at this time.

APPENDIX

FULL-SIZE LINE DRAWINGS

Occupations	page 30
Tools	page 48
Asking for Help	page 56
Safety Equipment	page 61
Unsafe Situations	page 67



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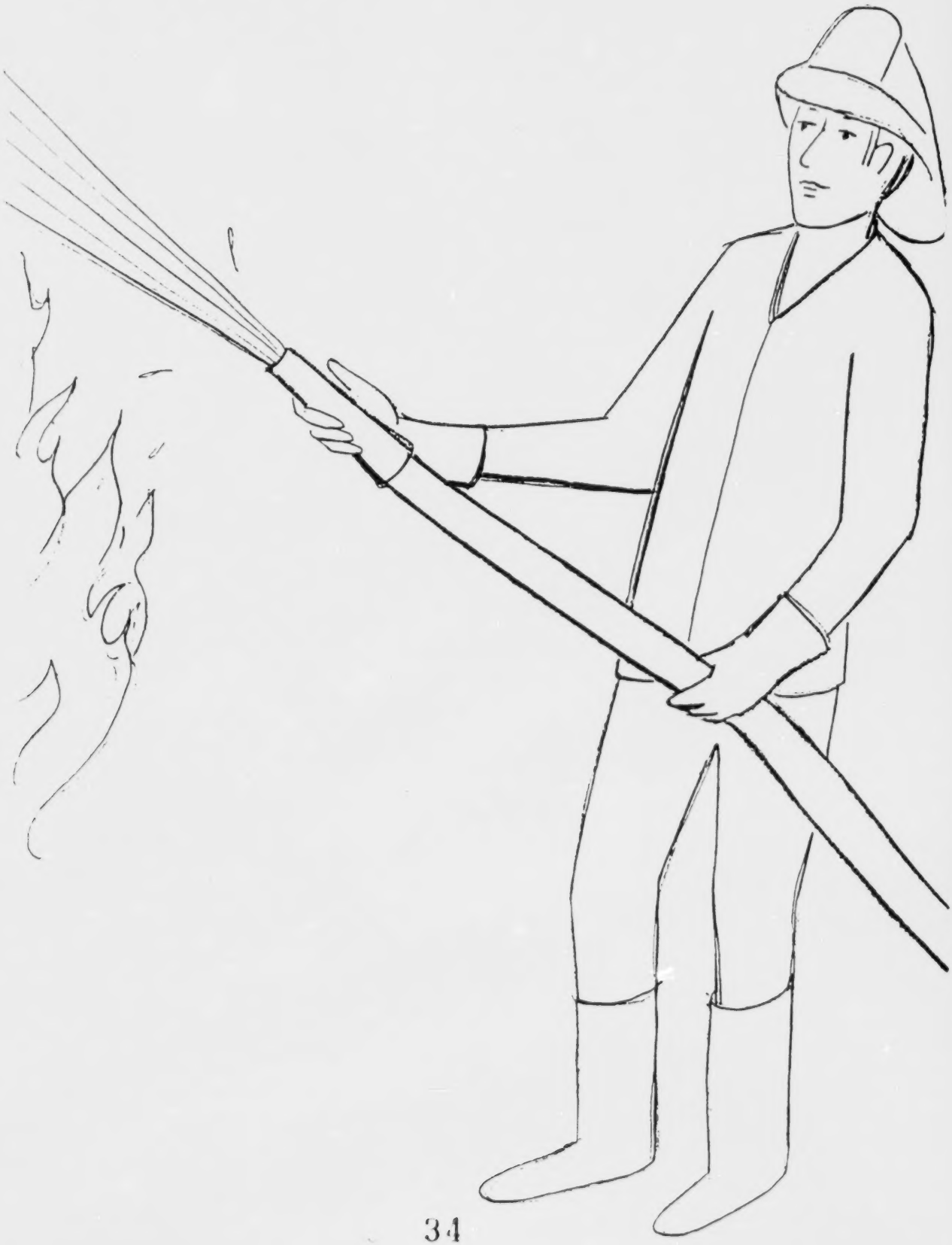

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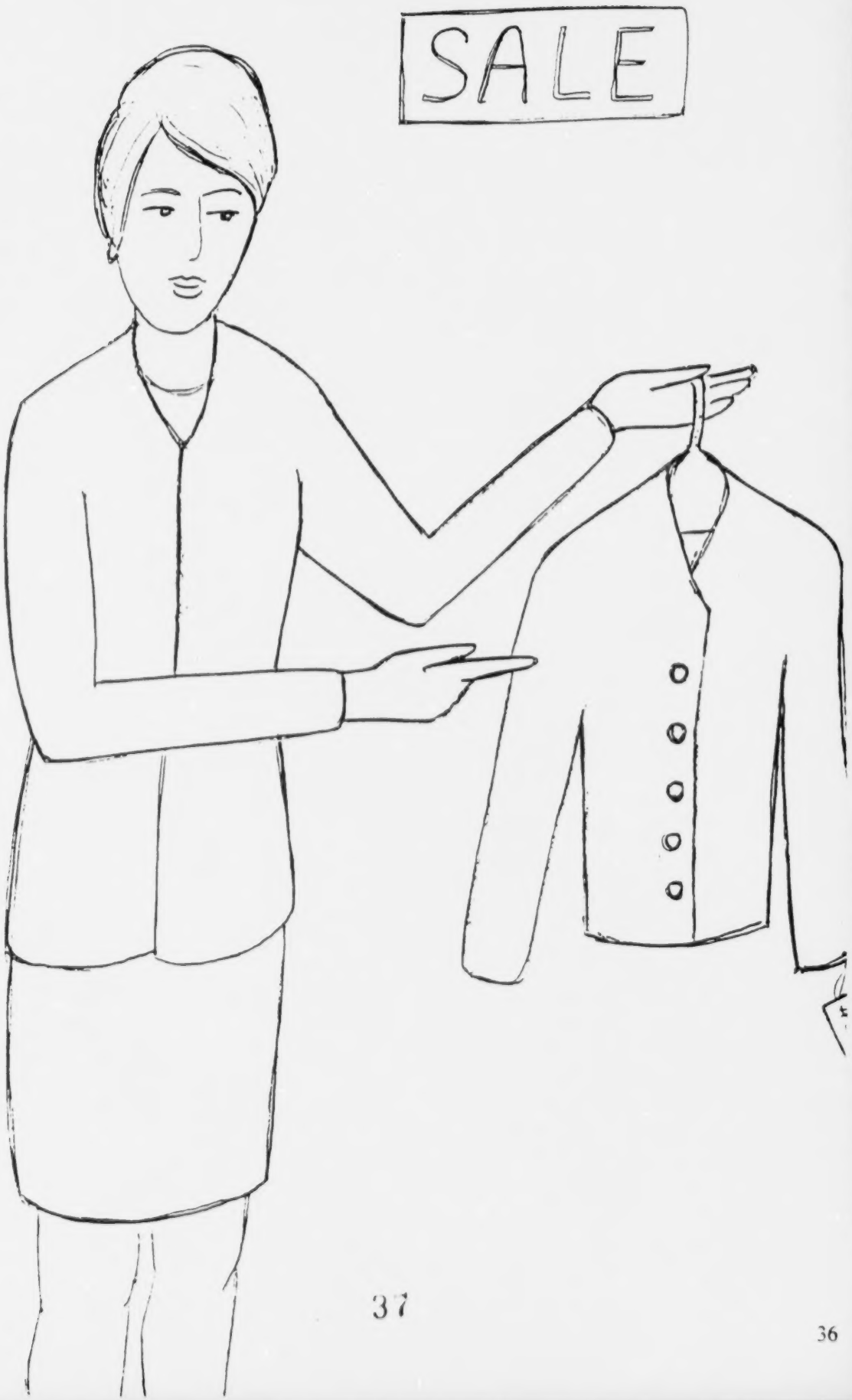
SALE

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·he tree
the cat
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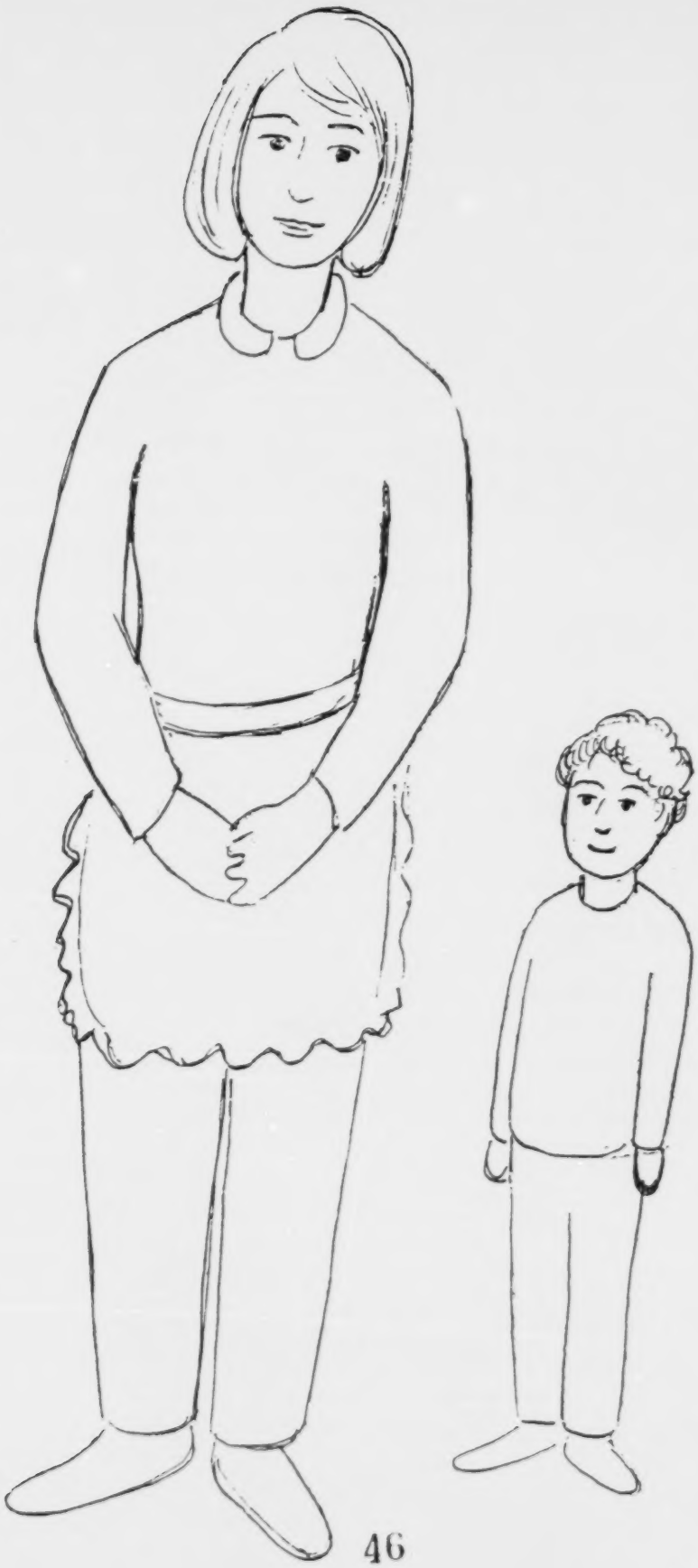
44



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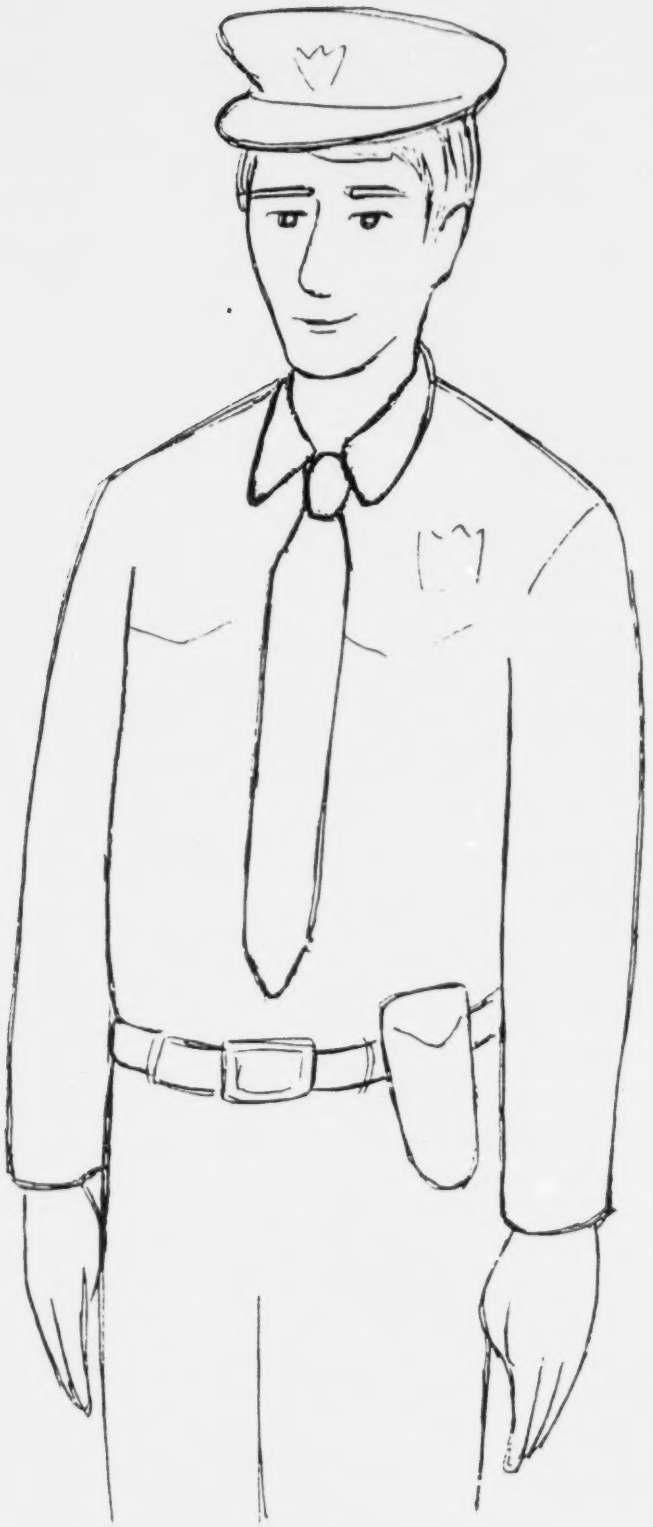

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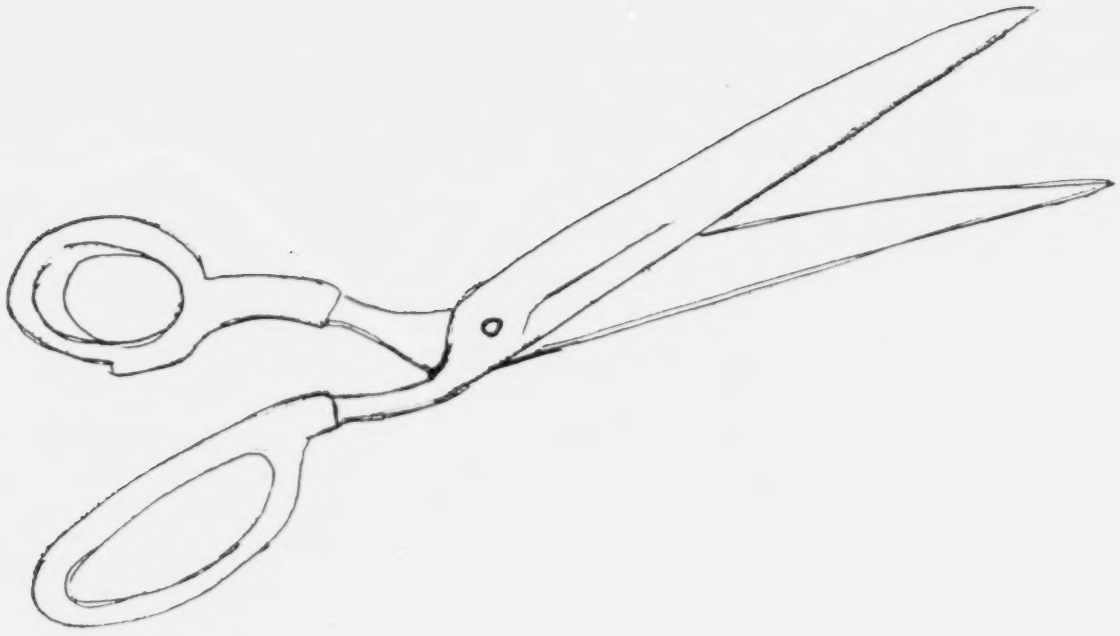

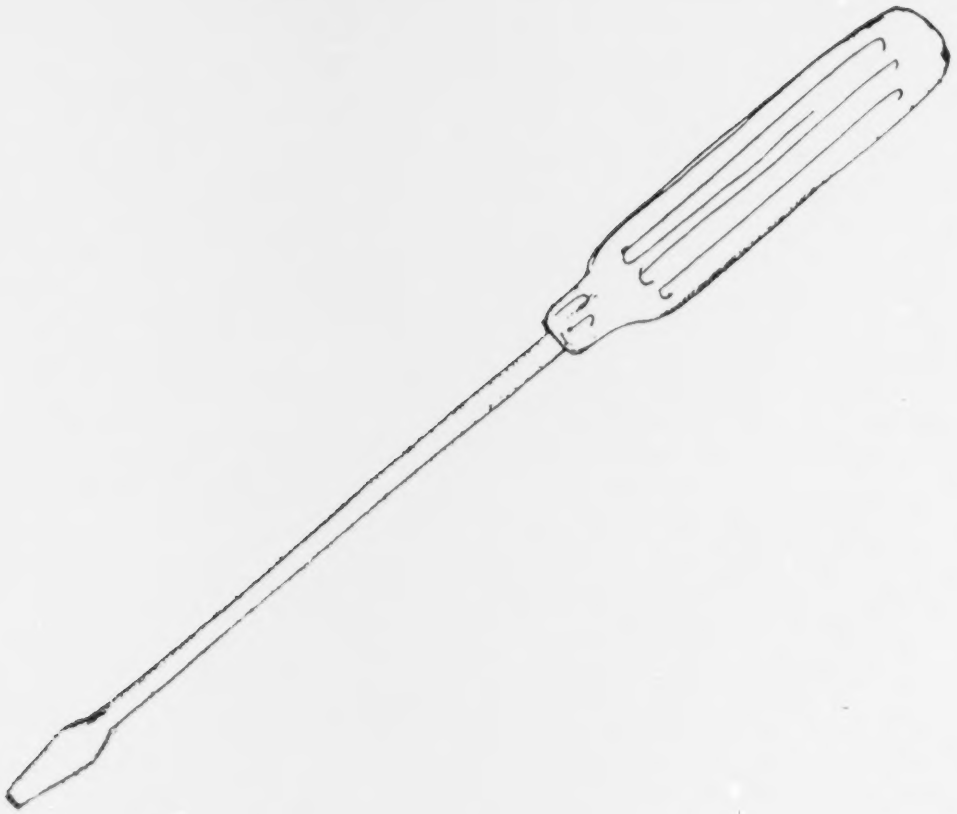

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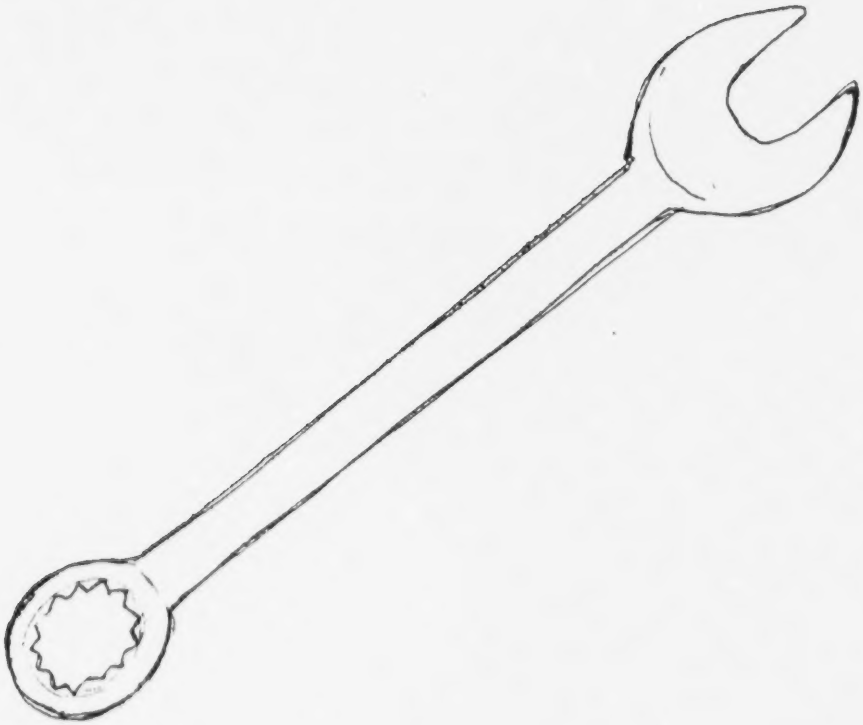

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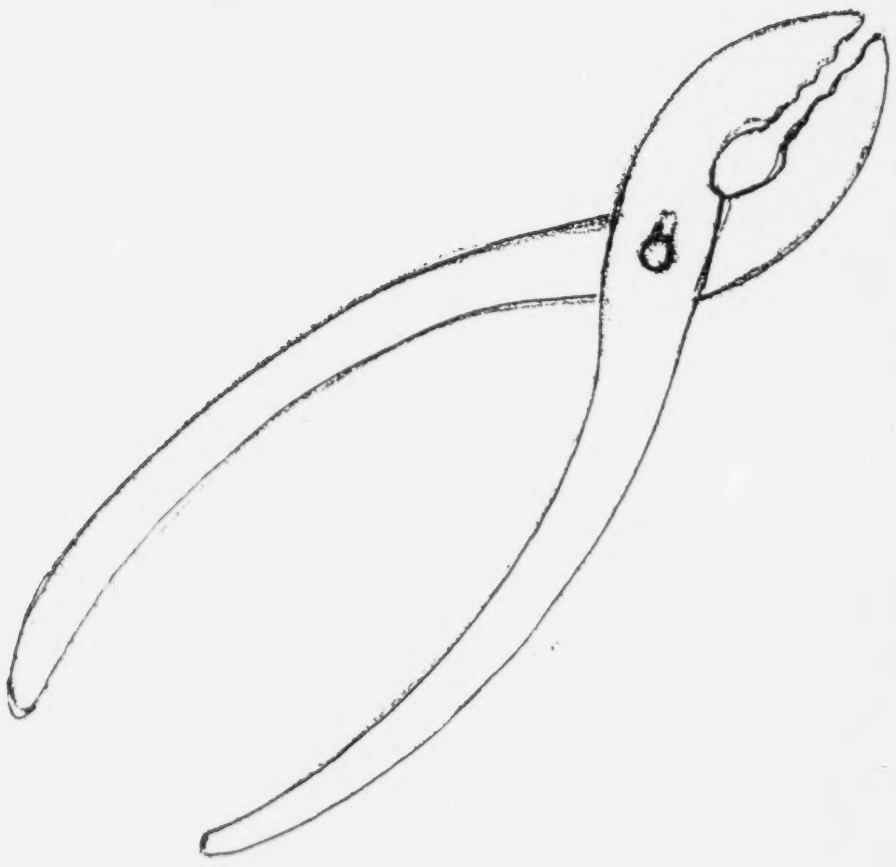
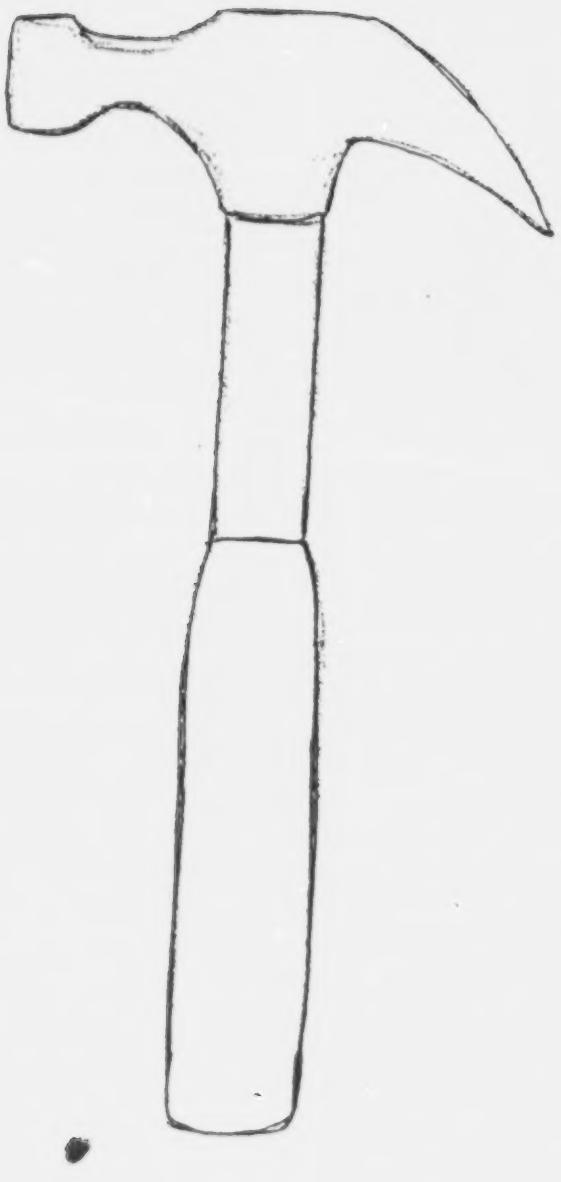
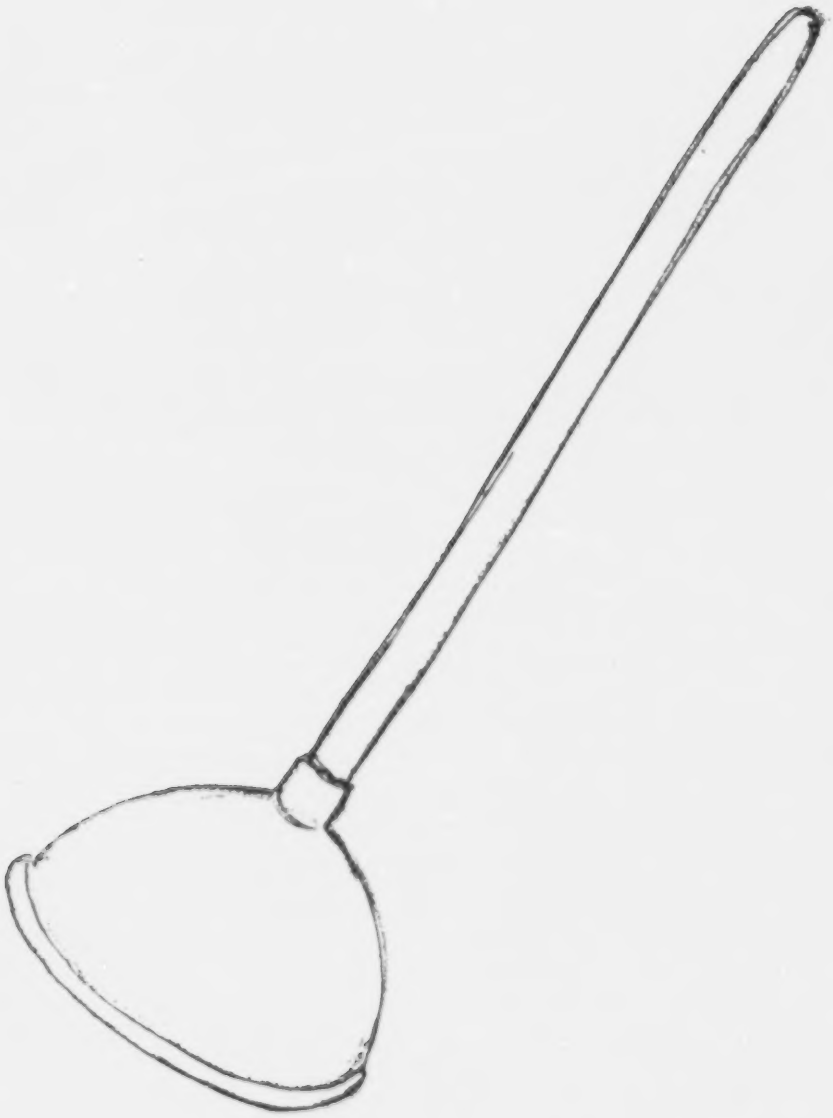
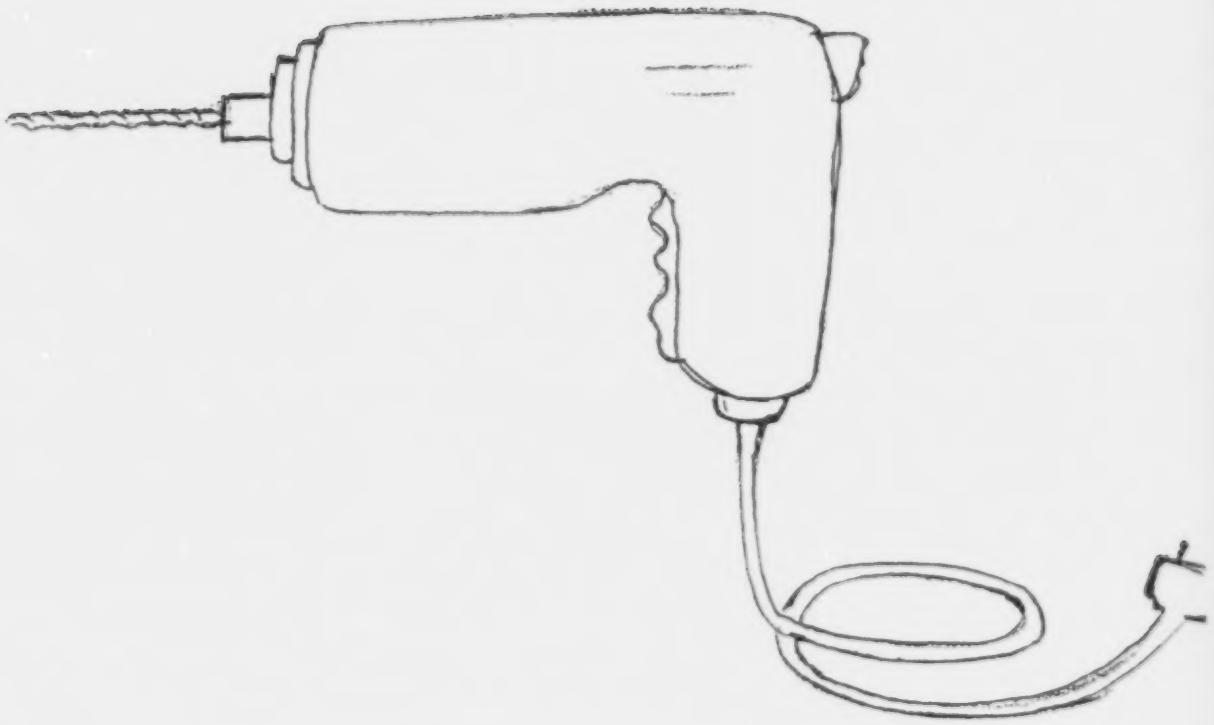
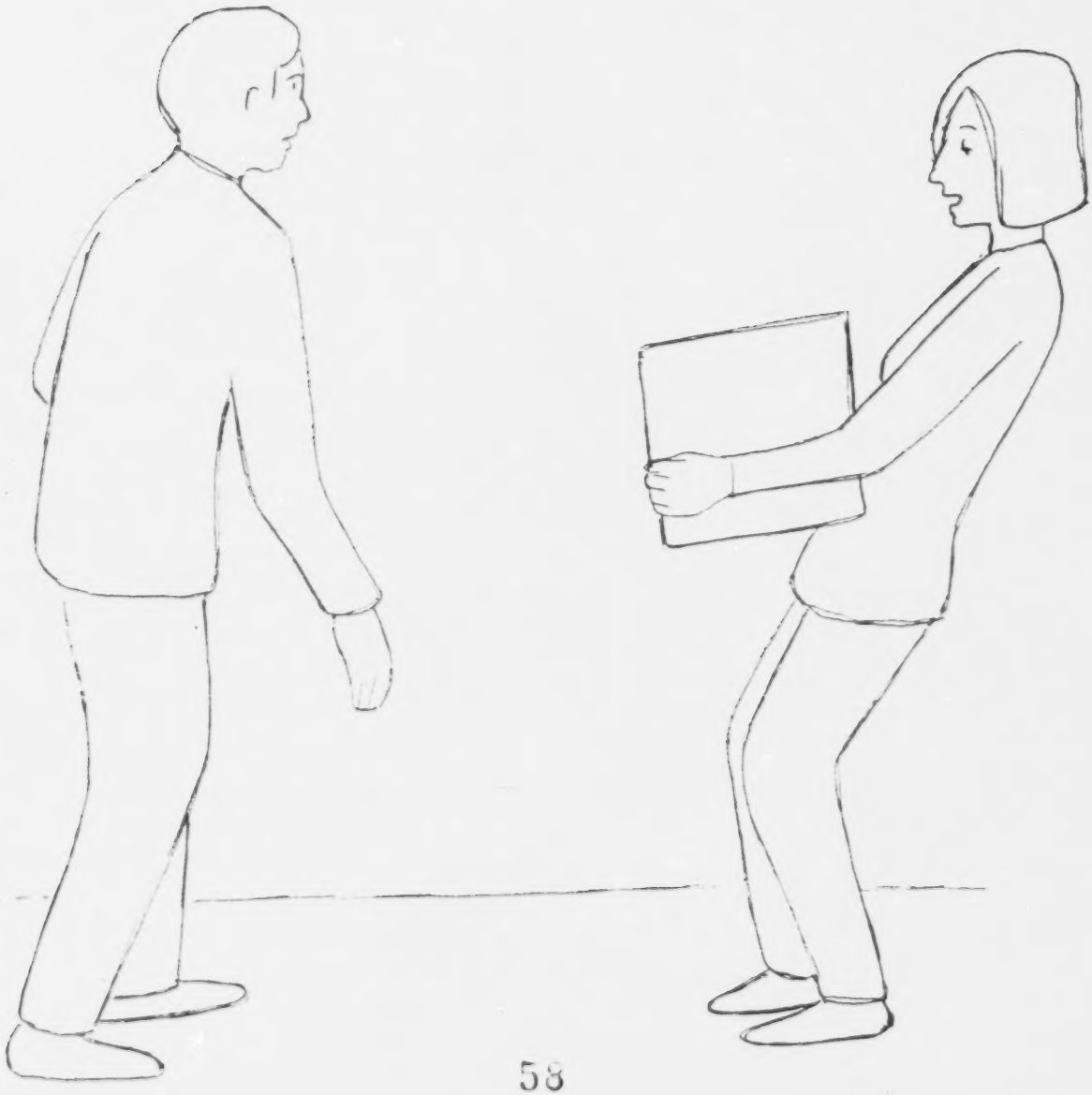








REGISTRATION
NAME
ADDRESS



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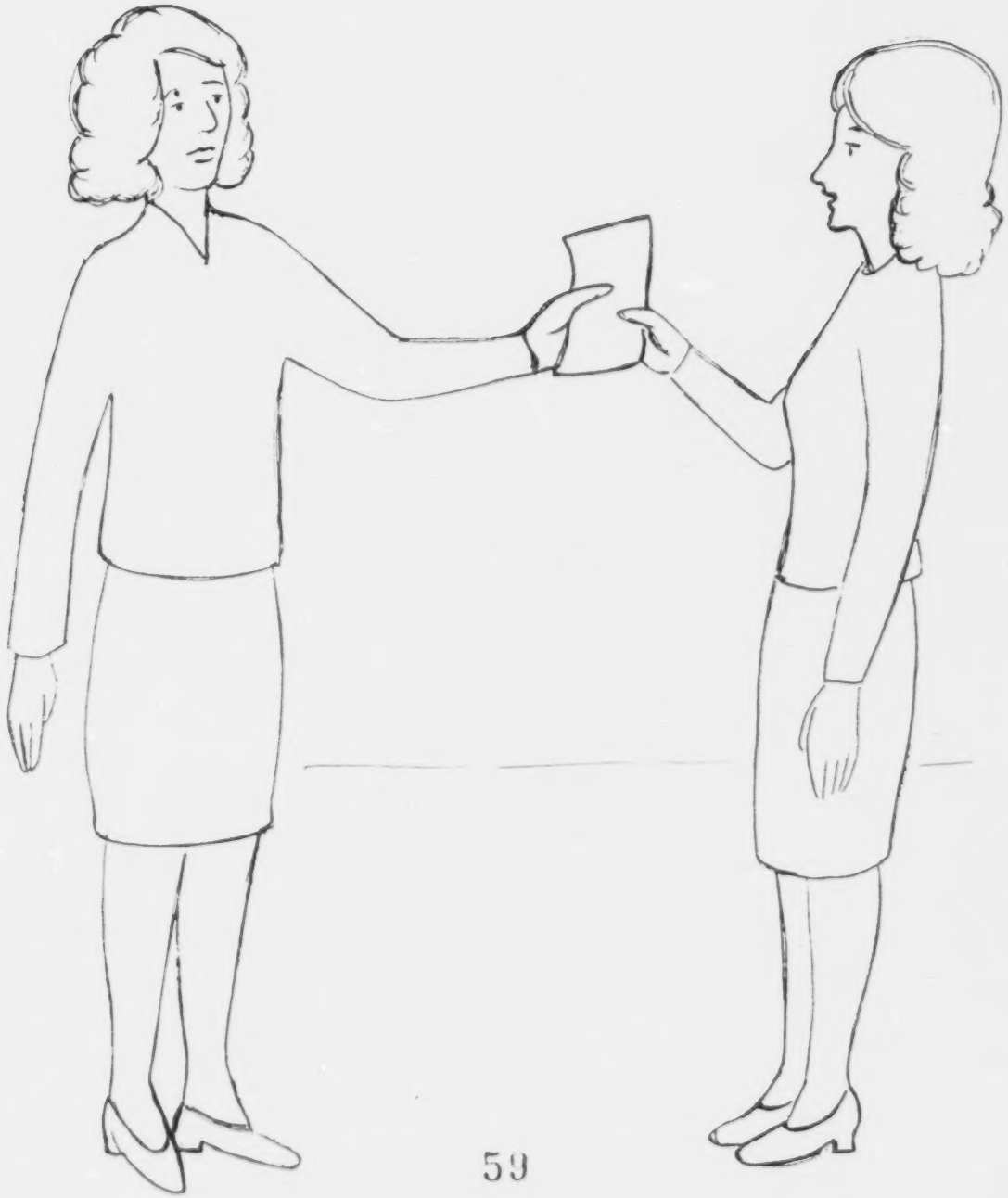

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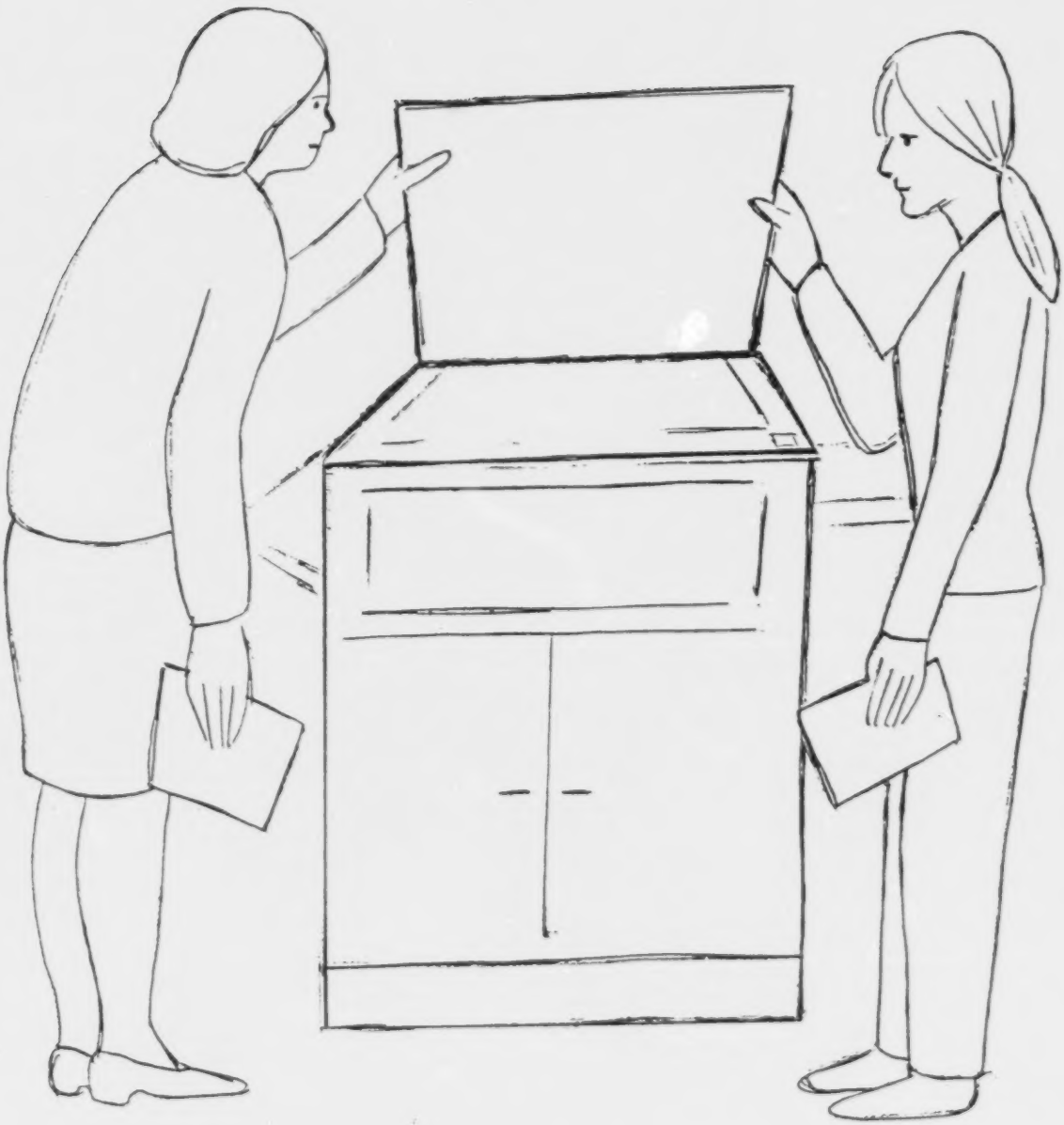

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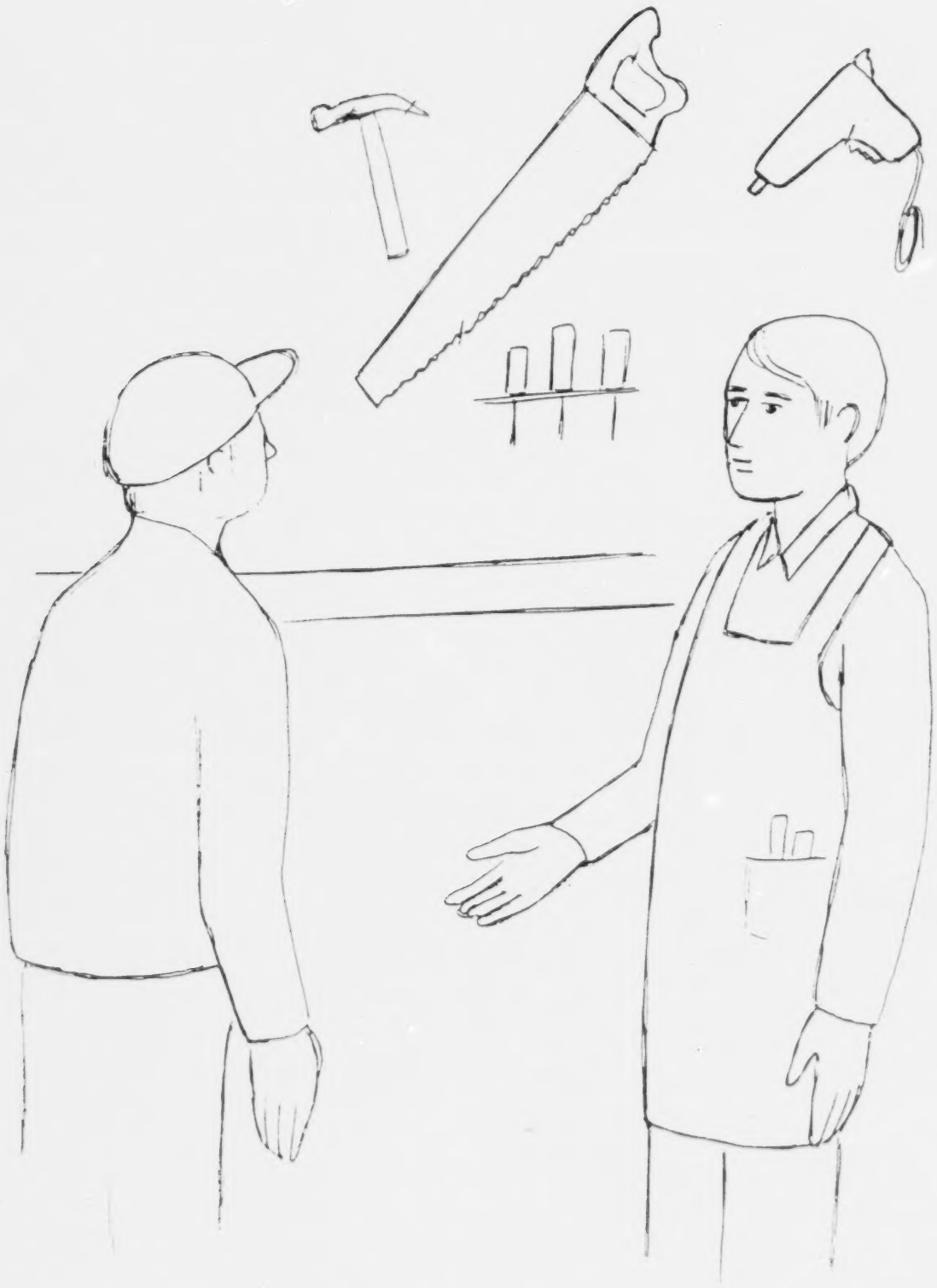

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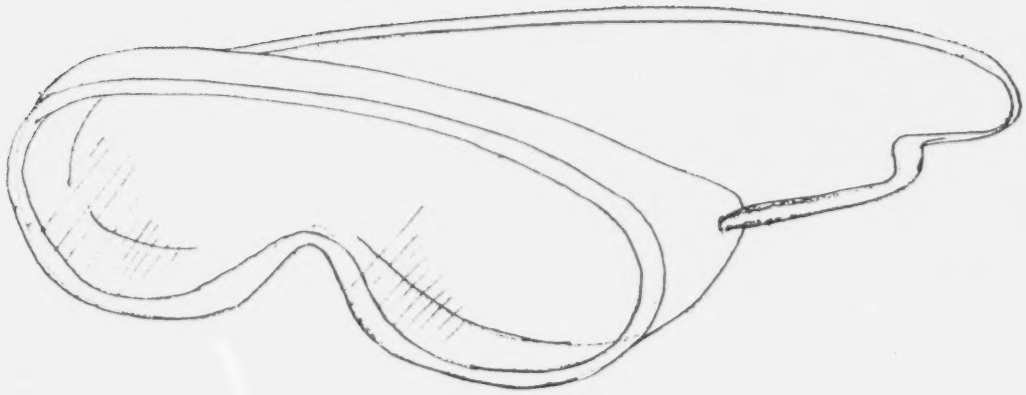

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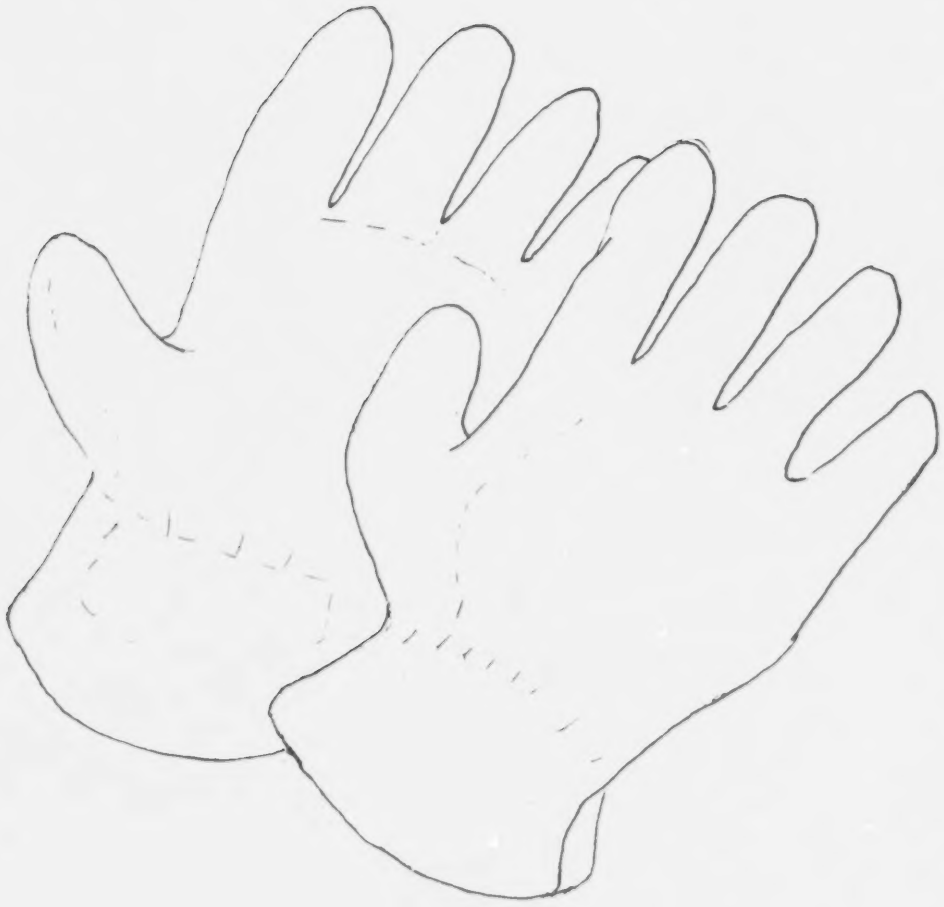

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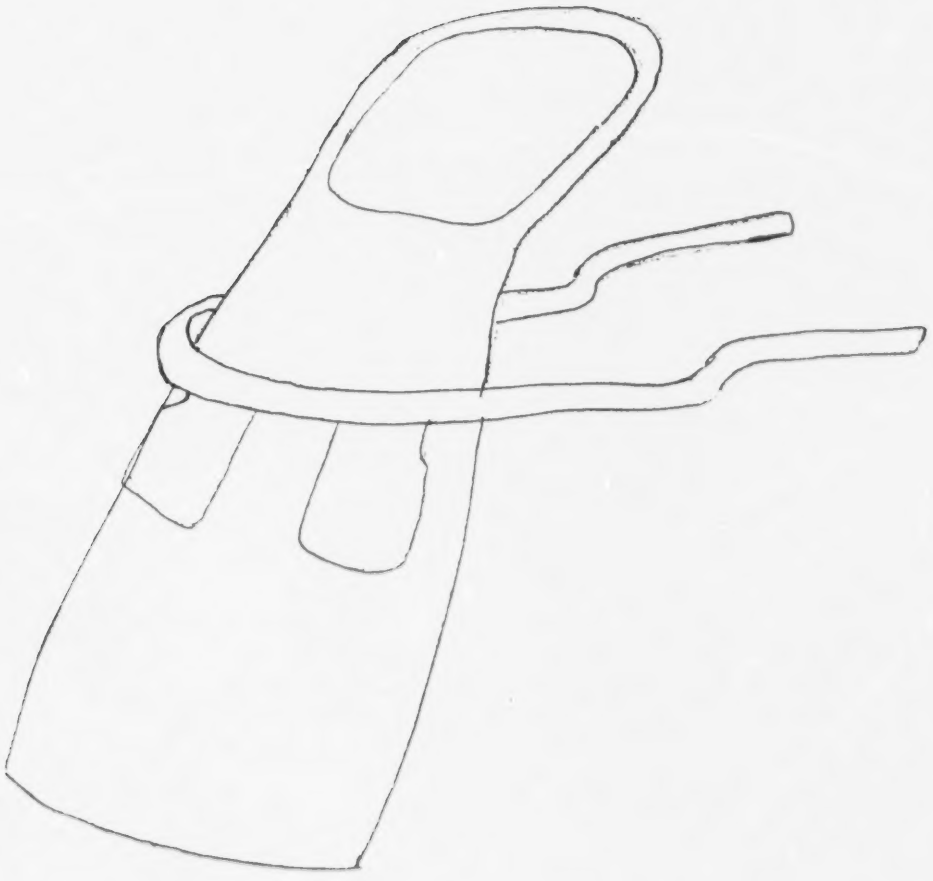

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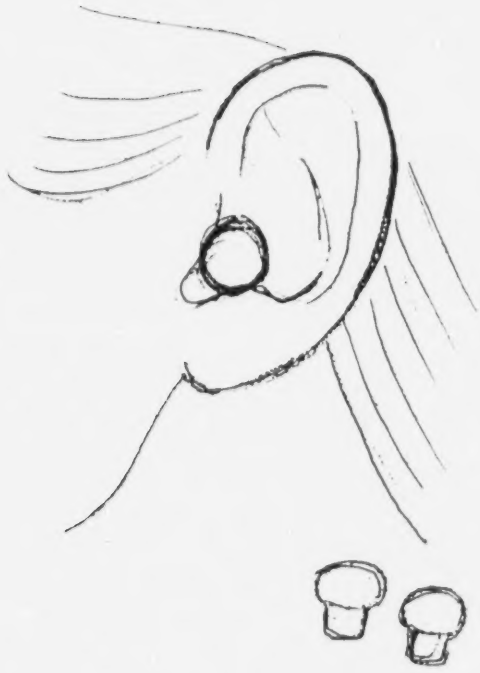

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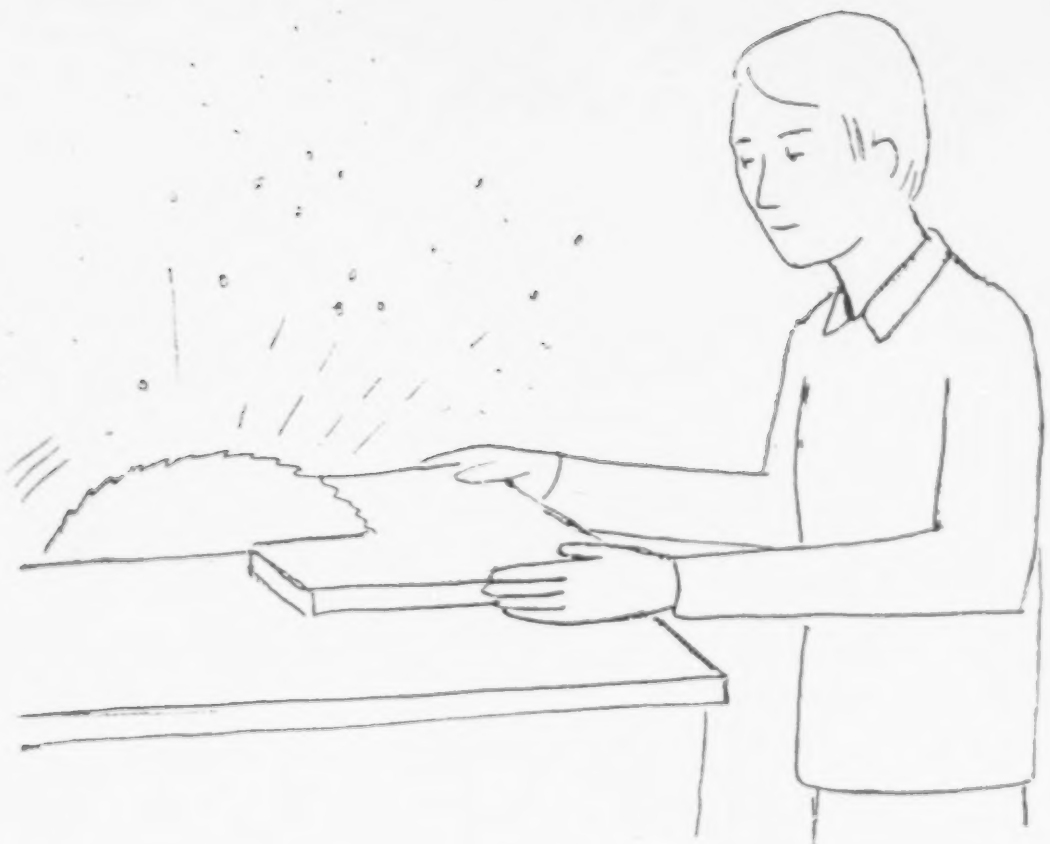

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EMPLOY-

ABILITY

Student Workbook

written by Julia Menard-Warwick
illustrated by Jeanne Carlson
Whatcom Community College
Spring 1998

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Note to Teachers: For sample lesson plans, SCANS skills covered in each lesson, and general guidance in using these materials, please refer to EMPLOY-ABILITY: TEACHER HANDBOOK.

UNIT ONE

NAMES OF OCCUPATIONS

1-1

WRITE THE LETTER OF THE JOB NEXT TO THE CORRECT PICTURE.

A) dishwasher
B) waitress
C) construction worker
D) seamstress/tailor
E) firefighter
F) salesperson
G) miner
H) nurse
I) housekeeper

WRITE THE LETTER OF THE JOB NEXT TO THE CORRECT PICTURE.

J) fish processor
K) cook
L) teacher
M) housewife/homemaker
N) farmer
O) doctor
P) factory worker
Q) police officer
R) mechanic

LOOK AT THE PICTURES. ASK THE QUESTIONS.

What's his job?
What's her job?

What does he do?
What does she do?

What's his occupation?
What's her occupation?

UNIT TWO

EXPERIENCE AND SKILLS

2-1

WHAT IS YOUR EXPERIENCE?

NAME	JOB	COUNTRY	HOW LONG	LIKE IT?	I CAN

WHAT ARE YOUR SKILLS?		
NAME	**TASK**	**SKILLS**

UNIT THREE

LOOKING FOR A JOB

3-1

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Looking for a Job--Level 1A

Pham says good-bye to his mom.
She thinks he is going to work.
He goes to the coffee shop.
He buys a newspaper because he needs a new job.
Pham sees Conchita.
Conchita works at the coffee shop.
Pham and Conchita talk about jobs.
Pham drinks coffee.
Pham reads the ads in the newspaper.
He sees some jobs.
The jobs don't pay well.
He sees a good job.
The good job pays well.
He wants the good job.

Easy Questions

1) Where does Pham go?

2) Where does Pham's Mom think Pham is going?

3) What does Pham buy? Why?

4) What do Pham and Conchita talk about?

6) What kind of job does Pham want?

7) What kinds of jobs does Pham find in the newspaper?

8) What did you do in your country?

9) Are you working now or looking for a job?

3-2

Cook P/T eves, 20 hrs/wk. M-F. Min 3 yrs exp. Pay DOE. Call 676-3423. Lv msg.

Carpenter F/T. $13/hr. Exp'd only. WDL req. Apply in person, 2001 H St., Blaine.

CLASSIFIED ADS

Listen to your teacher read the classified ads from the newspaper. Do the matching exercise:

___1. /hr.	a. depending on experience
___2. yrs.	b. full-time
___3. wk	c. Washington Drivers License
___4. M-F	d. leave message
___5. exp/exp'd	e. per hour
___6. DOE	f. week
___7. PT	g. years
___8. FT	h. Monday to Friday
___9. WDL	i. experience/experienced
___10. Lv msg	j. part-time

Now read the ads on the next page and answer the questions.

Name

$ EARN EXTRA MONEY $
We need people to deliver the Whatcom County phone books in Bellingham, Ferndale, Custer, Blaine, Lynden and surrounding areas. Must be 18 or older, have car, van or pick-up and valid driver licenese. Call 1-800-275-1621 M-F 8:30-4:00.

1. Where is this job?_____
2. How old do you have to be?_____
3. Do you have to have a car?_____
4. What phone number do you call?_____
5. When can you call?_____

Roof Cleaner/Roofer's Asst. P/T leading to F/T. $6/hr start. Work high places. Must have phone, references & good WA drivers record. Call Bob eves 733-1128.

1. Is this job full-time or part-time?_____
2. What are the wages?_____
3. Who do you call?_____
4. What is his telephone number?_____
5. Can you call him in the morning?_____
6. What kind of job is it?_____

Local wholesaler looking for energetic receptionist. F/T + benefits, $6/hr. Respond to Classified Box 1032, P.O. Box 1277, B'ham, WA 98227.

1. What kind of job is it?_____
2. Is the job full-time or part-time?_____
3. Can you telephone or do you apply in person?_____
4. What is the address?_____

Draperies seamstress. P/T. Good place to work. Call 384-0670 Lv. Msg.

1. Is the job full-time or part time?_____
2. Can you telephone for information?_____
3. What do you have to do when you call?_____

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Clerical/Office 58

Blaine Construction Co. looking for person exp. in office mgmt. Must have computer skills, filing, & recep exp. Send letter/resume to P.O. Box 5123, Blaine, WA. 98231.

Immediate opening for Full Charge Bookkeeper. Property Mgmt exp desired, not required. Send resumes to Classified Box 3052, P.O. Box 1277, Bellingham, WA 98227-1277.

OPPORTUNITY FOR SUPPORT PROFESSIONAL

Full time (35 hrs) receptionist/support role for program serving chronically mentally ill.

- Excellent skills - Windows, Word
- Tact in greeting the public
- Data entry experience
- Ability to handle multiple tasks
- Experience on multi-line phone

$8.00 per hr, benefits. Resume to: Sun Community Service. Fax: (360) 676-0288. Ph: (360) 676-1178

P/T Marketing Asst. for architect office. Computer exp. req'd. PO Box 5723, B'ham, WA 98227

P/T Office Ass't for Architect, filing, phones, wp. PO Box 5723, B'ham 98227

Receptionist for CPA firm, good people skills, typing & word processing, some bookkeeping knowledge, full time during tax season, 1/2 time rest of years. Reply to Box 3046 The B'ham Herald, P.O Box 1277, B'ham, WA 98227.

Receptionist needed F/T light bookkeeping, scheduling, inventory control & good people skills rqrd. Send resume to PO Box 5081, B'ham, 98225.

Teller, F/T. Min. 1 yr banking or credit union exp. req'd. Full benefit pkg. Resumes by mail only to: Intalco Employees Credit Union, 3250 Northwest Ave, B'ham, WA 98225.

Convalescent Care 59

For information regarding Convalescent Care and services offered, see the Service Directory.

Construction/ Trades 60

Boat Builder Looking for qualified personnel w/ mech & outfitting exp. Apply in person at Pacific Mariner Inc. at 800 E. Pearl Jensen, La Conner, or call 360-466-1189.

Concrete Pump Operator Experience a must. Clean CDL, mechanically inclined. Call 384-4747 anytime.

Construction/ Trades 60

Exp Gutter Hanger Needed. Will train the right person. Must have WADL. Call 966-3923

Garage Door Installer w/ exp. F/T. Pay DOE. WSDL, good driving record, exp need only apply. 360-671-5582

GENERAL LABORERS
WORK TODAY
PAID TODAY
LABOR READY
Apply in person at
612 West Holly
Bellingham 647-7642

HANDS ON HANDYMAN 2 yrs exp., multi-skilled, starts immediately. $11/hr. 20-30 hrs/wk your choice. N/S only. Must have tools & truck. Pick-up application at Homequest, 2001 G St. B'ham.

Lead Carpenter, remodels & new. Min. 5 yrs. framing, 3 yrs. finish. Leadership skills a must. Truck, tools, organized. Greenstone, Inc. 676-0062.

PLUMBER Journey level plumber for F'dale Assisted Living project. 2240 Main St. See Tony on-site between 7 & 4 Mon-Thurs.

ROOFERS
647-0191

Farm Help 62

Experienced milker/ herdsman needed. 8 hr shift. 988-2313.

Hairstylists 63

Hairstylist, PT or FT, nice working environment. Call 671-2343, open 7 days.

Management/ Professional 64

Apt/Mobile home park Mgr: Send resume to PO Box 5381, B'ham 98227

DEB
Management
Join the Hot new look at DEB. A fast paced, growing Jr. clothing shop in Bellingham. Must be fashionable & goal oriented w/ mgmnt exp. Vacation, 401K, medical included! For a career opportunity, fax to 541-776-4506.

ESCROW OFFICER/LPO. Immed. opening for qualified closer. Exc. salary & benefits. Outstanding atmosphere. Please contact John O'Rourke 733-5320, 215 Commercial St.

Management Team for 66-unit apartment complex. Salary + rent. Send resume to Classified Box 3041, P.O. Box 1277, Bellingham, WA 98227-1277.

Marketing Asst. for investment services business. Previous exp., securities licenses & strong computer skills desired. FAX resume to: 360-733-1246

Management/ Professional 64

Support staff needed to work with adults with developmental disabilities. Must be flexible. For more information, ask for Alison 398-2052

Educational/ Teachers 65

Are you looking for an innovative career in education, but one not confined to a classroom? A local educational organization is looking for certified teachers who enjoy working w/students of all ages. The successful candidate must have excellent communication skills & be a self-starter w/demonstrated initiative. You must be highly motivated & a quick learner. Computer literacy is essential. A professional appearance & a high energy level are needed to be successful in the job. Knowledge of high school math is an asset. Recent teaching graduates are welcome to apply. Please send resume to: Classified Box 3051, P.O. Box 1277, Bellingham, WA 98227-1277

Pre-school Teacher F/T. Top pay. Paid vac., hol., sick, med., ins., exp only. Call Michael 676-1122.

Medical 66

Bellingham Health Care & Rehab. Due to our increasing census we have the following positions available immediately. **Nursing Assistants:** Days, FT. RN, evenings PT and On Call. **Speech Therapist.** Apply in person to Bellingham Health Care & Rehabilitation, 1200 Birchwood Ave., (360) 734-9295 EOE

ENT office needs a P/T CMA or LPN with experience for front and back office duties. Wage DOE. Send resume to: 2940 Squalicum Pkwy #203, Bellingham, 98225.

F/T receptionist needed for busy optometric office. Must have good phone & people skills & be a quick learner. Bring resume to: 412 Girard St., B'ham.

Get back into the work world. Seeking mature person for orthodontic chairside. PT. Fast paced, never boring. Will train. Pref prev parenting experience. Send resume to Classified Box 3021, P.O. Box 1277, B'ham, WA 98227

NAC'S
Certified Nursing Aides, F/T Eves & Night shifts available. Highland Care Center, 2400 Samish Way. We have a great staff to resident ratio, as well as a full benefit package. We pay for experience, and offer a $300 sign-up bonus. 734-4600. Please apply Mon-Fri 8-4. EOE

Miscellaneous 68

Boat builder looking for qualified assembly personnel. Pacific Mariner needs experienced boat assemblers with woodworking background. Apply at 800 Pearl Jensen Way, La Conner or call (360) 466-1189.

BROWN LINE INC
hiring LTL-Team Drivers. DOT qualified, min 2 yrs exp, sign-on incentive. 800-426-2050 Mon-Fri.

CARPET CLEANER needed to join progressive bldg maintenance firm. PT, flexible hrs. Exp. req'd. 380-2827 for more info.

Drivers/taxi leasing. Must be 25. Earn Cash Daily. 398-TAXI(8294).

Exp'd Landscapers & Lawn Maint. for FT. WDL. Drug Free req. 398-8079

F/T exp'd auto parts counter person. Apply in person at 1330 N. Forest.

Horizon Bank

Bank Assistant Auditor P/T - entry level pos. Minimum 2 yrs banking required. Exp. in the area of auditing or finance & be familiar & w/Windows based programs. Good communication skills, & ability to organize time & work priorities. Detail oriented. Exc benefit package, plus cash profit sharing. Apply at Horizon Bank, 1500 Cornwall Ave. Credit and drug testing req'd. EEO.

F/T Janitor Swing shift, Mon-Fri. Apply at 2009 Iron St. 647-3226

F/T Support staff needed for DD clients. 384-6204 ask for Pat or Tara.

Helper for Christian day care, 18 yrs old, 15-20 hrs/wk. Call 384-5857

Hi speed copy operator F/T, M-F, wages DOE, Benefits. Send resume or apply in person Steve's Copy & Blueprint, 1803 N. State St, 98225.

Looking for people to make up to $300 per day. Call me at 733-3062, leave name & phone #.

Manager for 50 units adult-55 mobile park. Managerial & mech skills req, comp. incl housing expenses & small salary. Fax resume to: Suzie, 206-624-1767.

Northwest Ecosystem Alliance is a nonprofit conservation group seeking a FT salmon campaign organizer to work on salmon habitat protection issues through public outreach and education. Excellent written and oral communication skills and ability to motivate people essential. Must have a strong background in salmon and water issues. Send resume & cover letter to NWEA, 1421 Cornwall Ave, Ste 201, Bellingham, Wa 98225

Miscellaneous 68

Porter position avail Mon.-Thurs. 7pm-11pm. Fri., 11pm-2am. Apply within, 1504 Iowa St.

Position open working with developmentally disabled adults. Eves & weekends. Work exp. or education in field req. Call Elaine at 733-0214 extension 5.

Q Sea is looking for Experienced Maint. Person. Electr. knowledge a plus. Wages DOE. Also seeking Cleanup Person. Apply at 6069 Hannegan Rd. 8-3:30 Mon-Fri.

SSP is now accepting application for P/T on call security. Applications avail. at 1641 Baker Creek Pl. between 9-11:30 am. & 12:30-4:00 p.m.

Wanted: Exp Tow Truck Driver. Salary DOE. 676-8879

Restaurant 72

Bellingham Golf & Country Club now hiring snack bar attendant. Must be 21. Apply in person.

Cook Ambitious individual, willing to learn and work varied shifts in fast-paced family restaurant. Apply Dutch Mother's Rest., 405 Front St., Lynden.

Cook, skilled in fine dining, line & banquets. F/T & P/T. Austin Creek. 734-6430, ext. 320, chef.

Experienced bus person, must be 21, 3-4 nights per week, apply after 4pm, Stanello's, 1514 12th.

Now Hiring FT Night Cook. Serious inquiries only. 6825 Hannegan Rd. Bobs Burger's & Brew

Now hiring, cooks & drivers. Pickup application at 2311 James St.

Marriott
FOOD & SERVICES MANAGEMENT

PART TIME PREP COOK POSITION SODEXHO-MARRIOTT SERVICES
Mon-Fri 7:30 a.m. - 1 pm. To join our professional team, apply in person or send resume to: Marriott **Attn:** Rick Rickman, *Western Washington University* M.S. 9196 Edens

Pizza people wanted. Now hiring all positions. Exp. pref. Contact Mark at Pizza Time 650-0555

ROUND TABLE PIZZA
Now hiring for P/T help, all positions. Must be clean cut & energetic. Apply in person at Sehome Village or Sunset Square.

SIZZLER NOW HIRING apply only if you are a highly motivated, up beat person, friendly, enthusiastic & eager to give 110%. All positions needed. Will pay the right people up to $9/hr. Apply in person BETWEEN 2 & 4 MON-FRI.

Restaurant 72

Waitstaff Needed. Apply in person at the Quarterback Pub.

Retail 74

Ammex Tax & Duty Free Shops now hiring Looking for motivated and outgoing Sales Associates. Good customer relation skills, enthusiasm & retail exp. preferred. Medical, dental & 401k avail. Send resume to 9948 Guide Meridian, Lynden, WA 98264, Attn: Kyle.

MB Green is looking for an energetic, outgoing retail manager with exp. 676-1616, ask for Mary or Nan.

Sales/Agents 76

SALES MANAGER
We need a motivated aggressive manager who knows how to sell Lincolns, Mercury's, Mazda, Jeeps & used cars in the Skagit Valley. Excellent compensation, benefits & retirement program. Contact General Manager 1-800-736-7346

It is the responsibility of the reader to closely examine any offer which promises or guarantees income from work-at-home programs or opportunities with exaggerated claims. For a reliability report on a specific work-at-home company or opportunities, check first with your local Better Business Bureau or Consumerline 420 at (800) 692-5082. Be aware that there is a charge in response to a 900 number; area code 809 is an international toll number.

CAREER CHANGE
Progressive Co. seeks 4 quality, prof. individuals with leadership skills. Call 676-9837

COLONIAL REALTY
Is accepting applications
1-360-384-1010

Dewey Griffin Pontiac/ Buick/GMC & Subaru looking for exp'd & dedicated salesperson. We offer great Bonuses, 401k plan, major medical & dental benefits. Apply in person, 1800 Iowa St. 734-8700

ThePrudential
Kelstrup REALTORS®
Exciting opportunity for experienced or newly licensed real estate agents. Call Gordon Stafford for confidential interview, 734-6050.

FUN & $$
Use your talents & make $. I need 5 people to help expand Int'l co. 676-9759.

Local Manuf. needs to assist and start up, salary comm. rapid advancement to management. Call 733-3611.

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FIND THREE JOB ADS IN THE NEWSPAPER. ANSWER THE QUESTIONS ABOUT THE JOBS IN THE ADS.

JOB 1

a) What is the job?_____.

b) What is the pay?_____.

c) What are the hours?_____.

d) How do you apply?_____.

JOB 2

a) What is the job?_____.

b) What is the pay?_____.

c) What are the hours?_____.

d) How do you apply?_____.

JOB 3

a) What is the job?_____.

b) What is the pay?_____.

c) What are the hours?_____.

d) How do you apply?_____.

CALLING ABOUT A JOB

Painter Exp'd only. F/T. $9/hr. Call Right Painting Company, 715-9898.

1) Read the ad.
2) Listen to the conversation.
3) Read and practice the conversation with your partner.
4) Practice the conversation with your teacher.

Receptionist: Hello. Right Painting Company.
Worker: Hello. I'm calling about the painting job.
Receptionist: Do you have any painting experience?
Worker: Yes. two years.
Receptionist: Can you come in today to fill out an application?
Worker: Yes. this afternoon.
Receptionist: Good. We are downtown at 1414 Cornwall.
Worker: OK. 1414 Cornwall. (writes the address)
Receptionist: See you this afternoon.
Worker: Thank you. Good-bye.

Now practice calling about these jobs.

Housekeeper needed, at the Windmill Inn Motel. Lynden. 354-3424

Comptec APG has positions opening in their production department, both skilled & unskilled. We are specifically looking for skills in soldering and electronic assembly. 1921 Grant St. 676-5612

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LEAVING A MESSAGE

Laundry worker P/T eves & weekends. $5/hr. Call 733-4583.

1) **Read the ad.**
2) **Listen to the conversation.**
3) **Read and practice the conversation with your partner.**
4) **Practice the conversation with your teacher.**

Worker: Hello. Is the manager there?
Receptionist: Can you hold please?
Worker: Yes.
Receptionist: The manager isn't here right now. Would you like to leave a message?
Worker: Yes. I'm calling about the laundry job. My name is _____. My phone number is _____.
Receptionist: (writes the name and phone number). OK. You're calling about the laundry job. Your name is _____.
Worker: Thank you. Good-bye.

Now practice calling about these jobs:

Cooks position also cooks helper & waitpersons. Will train. Benefits for long term employees. Call 988-0403.

Packaging Room position Heavy lifting, M-F, 7:30-4:00, $6/hr starting + benefits. 734-5330

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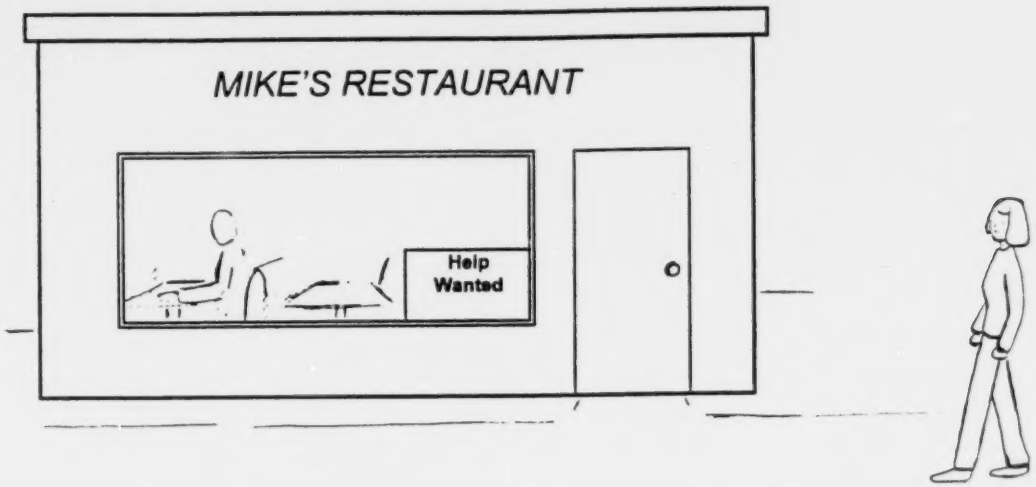
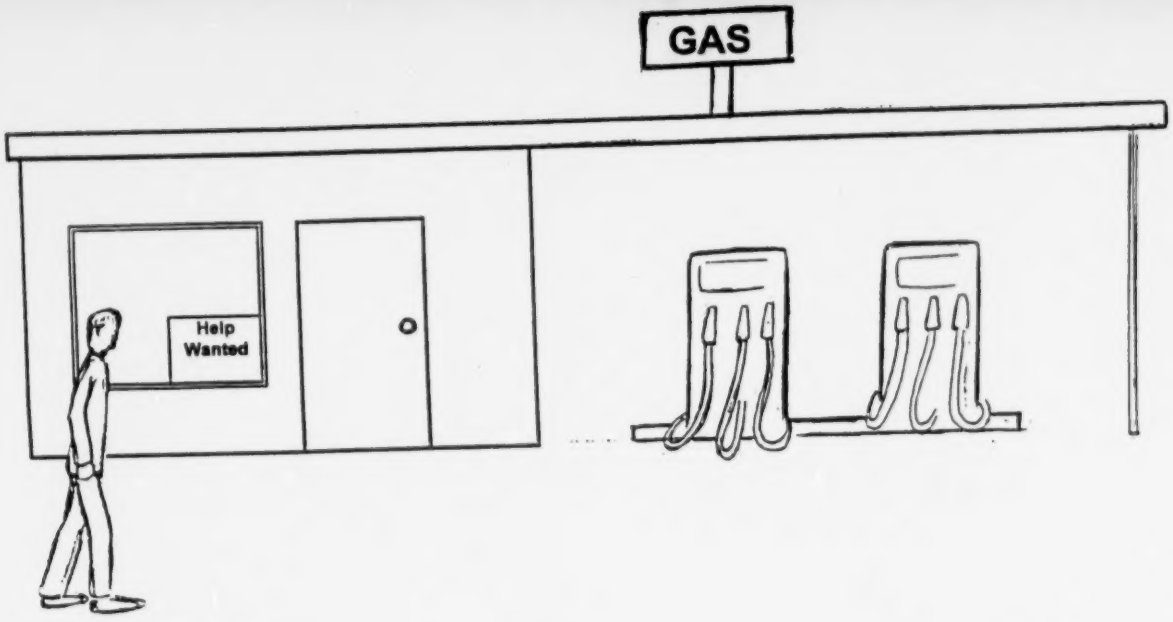


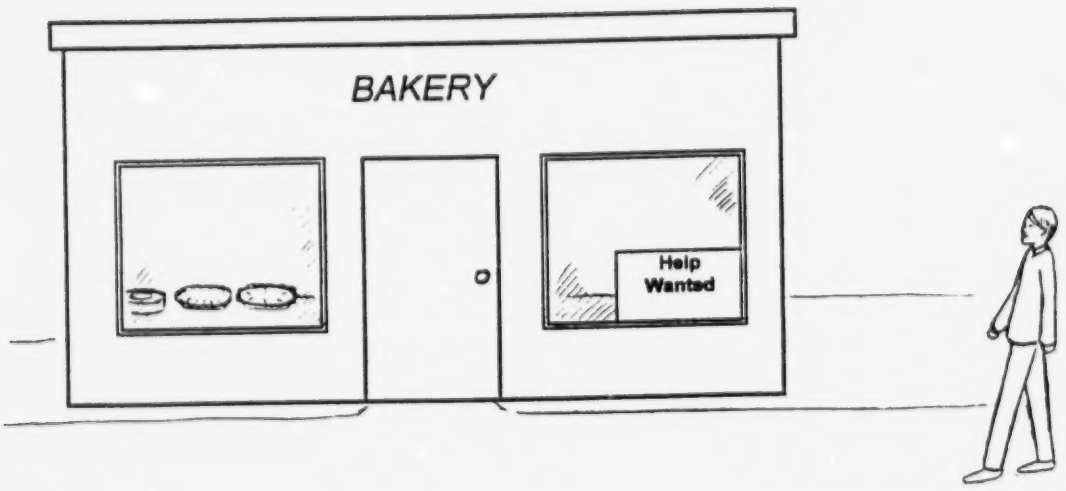
APPLYING FOR A JOB

1) Talk about the picture.
2) Listen to the conversation.
3) Read and practice the conversation with your partner.
4) Practice the conversation with your teacher.

Ana: I'm here to apply for the job.
Mike: Do you have any experience in a restaurant?
Ana: Yes, three years in Mexico.
Mike: Please fill out this application.
(1/2 hour later)
Ana: Here is my application.
Mike: Thank you. I will call you about the interview.

Now practice applying for these jobs:


GAS
Help Wanted


BAKERY
Help Wanted

UNIT FOUR

APPLICATION FORMS

4-1

A

EMPLOYMENT APPLICATION

EMPLOYMENT APPLICATION	
Name:	Social Security No.
Address:	Telephone Number
(Number) (Street)	
(City) (State) (Zip Code)	

EDUCATION

Names of Schools	City & State	Month & Year From: To:

WORK

Last Employer	Dates From: To:

Signature Date

B

EMPLOYMENT APPLICATION

EMPLOYMENT APPLICATION	
Name:	Social Security No.
Address:	Telephone Number
(Number) (Street)	
(City) (State) (Zip Code)	

EDUCATION

Names of Schools	City & State	Month & Year From: To:	Graduated Yes / No	Year	Degree

WORK

Name & Address of Last Employer	Dates From: To:	Kind of Business	Duties	Approx. Weekly Salary	Reason for Leaving

Employment Desired:

☐ Permanent ☐ Temporary ☐ Part-time ☐ Summer

Work Preferred:

Notify in case of emergency:

Please read before signing:

I affirm that all information included on this application is true and correct. Any false information I have given can be considered sufficient cause for discharge. I authorize all former employers to answer questions in reference to this application.

Signature Date

APPLICATION FOR EMPLOYMENT

New Words:

Present Address=your address now.

Permanent Address=your address for a long time. It may be the same as your present address.

Are you prevented from lawfully becoming employed in this country because of visa or immigration status?=Are you illegal?

Position=Job

Salary Desired=How much money do you want?

Referred by=who told you about this job?

Location=place

Grammar school=elementary or primary school

Trade, business or correspondence school=technical college or institute

No of Years Attended=how many years did you go to this school?

Activities: (Civic, Athletic, etc)=sports or hobbies, not your church.

References=people who know you, like a boss, pastor or teacher.

In case of emergency notify=a person in your family or a friend

C

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE

NAME _____ SOCIAL SECURITY NUMBER _____

LAST FIRST MIDDLE

PRESENT ADDRESS _____

STREET CITY STATE ZIP

PERMANENT ADDRESS _____

STREET CITY STATE ZIP

PHONE NO. ARE YOU 18 YEARS OR OLDER? Yes ☐ No ☐

ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? Yes ☐ _____ No ☐ _____

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? WHERE? WHEN?

REFERRED BY

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

LAST FIRST MIDDLE

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

SPECIAL SKILLS

ACTIVITIES: (CIVIC, ATHLETIC, ETC.)

EXCLUDE ORGANIZATIONS, THE NAME OF WHICH INDICATES THE RACE, CREED, SEX, AGE, MARITAL STATUS, COLOR OR NATION OF ORIGIN OF ITS MEMBERS.

U.S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

*This form has been revised to comply with the provisions of the Americans with Disabilities Act and the final regulations and interpretive guidance promulgated by the EEOC on July 26, 1991.

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TOPS FORM 3288-012-8 (CONTINUED ON OTHER SIDE) LITHO IN U.S.A.

FORMER EMPLOYERS (LIST BELOW LAST THREE EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

WHICH OF THESE JOBS DID YOU LIKE BEST?

WHAT DID YOU LIKE MOST ABOUT THIS JOB?

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

THE FOLLOWING STATEMENT APPLIES IN: MARYLAND & MASSACHUSETTS. (Fill in name of state)
IT IS UNLAWFUL IN THE STATE OF _____ TO REQUIRE OR ADMINISTER A LIE DETECTOR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITY.

_____
Signature of Applicant

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

"I CERTIFY THAT ALL THE INFORMATION SUBMITTED BY ME ON THIS APPLICATION IS TRUE AND COMPLETE, AND I UNDERSTAND THAT IF ANY FALSE INFORMATION, OMISSIONS, OR MISREPRESENTATIONS ARE DISCOVERED, MY APPLICATION MAY BE REJECTED AND, IF I AM EMPLOYED, MY EMPLOYMENT MAY BE TERMINATED AT ANY TIME.
IN CONSIDERATION OF MY EMPLOYMENT, I AGREE TO CONFORM TO THE COMPANY'S RULES AND REGULATIONS, AND I AGREE THAT MY EMPLOYMENT AND COMPENSATION CAN BE TERMINATED, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME, AT EITHER MY OR THE COMPANY'S OPTION. I ALSO UNDERSTAND AND AGREE THAT THE TERMS AND CONDITIONS OF MY EMPLOYMENT MAY BE CHANGED, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME BY THE COMPANY. I UNDERSTAND THAT NO COMPANY REPRESENTATIVE, OTHER THAN IT'S PRESIDENT, AND THEN ONLY WHEN IN WRITING AND SIGNED BY THE PRESIDENT, HAS ANY AUTHORITY TO ENTER INTO ANY AGREEMENT FOR EMPLOYMENT FOR ANY SPECIFIC PERIOD OF TIME, OR TO MAKE ANY AGREEMENT CONTRARY TO THE FOREGOING."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS ABILITY

HIRED: ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

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UNIT FIVE

THE JOB INTERVIEW

5-1

109

110

The Job Interview--Level 1A

Pham has a job interview.
The job pays $26,000 per year.
Pham wants the job.
Pham is worried about the job interview.
Pham goes to the office.
He sees five interviewers.
Pham shakes hands with the interviewers.
Pham makes eye contact with the interviewers.
The interviewers ask Pham questions.
Pham answers the questions.
They ask about computers.
Pham can't use a computer.
Pham goes home.
Pham gets a phone call about a different job.
The job pays $6.50 per hour.
Pham can have that job.
Pham doesn't want that job.

Easy Questions

1) Where is Pham going?

2) How does Pham feel?

3) Why does Pham want this job?

4) What does Pham do in the interview?

5) What questions do the interviewers ask?

6) Who calls Pham at home? Why?

7) Why doesn't Pham want the job they call him about?

THE JOB INTERVIEW

1) Watch and listen to Interview A and Interview B.
2) Talk about the interviews with your teacher.

INTERVIEW A

Manager: (shakes worker's hand) Nice to meet you, Sam. I'm Mary Ramos. Have a seat.
Worker: (sits down)
Manager: Can you tell me about your experience?
Worker: (looks at manager)
Manager: What is your experience?
Worker: I'm a cook.
Manager: What are your skills?
Worker: I can cook.
Manager: Can you work night shift?
Worker: No.
Manager: Thank you. We will call you about the job.
Worker: Good-bye.

INTERVIEW B

Manager: (shakes worker's hand) Nice to meet you, Kim. I'm Mary Ramos.
Worker: Nice to meet you, Ms. Ramos.
Manager: Have a seat.
Worker: Thank you.
Manager: Can you tell me about your experience?
Worker: I'm sorry. More slowly, please?
Manager: What is your experience?
Worker: I was a cook for ten years in Vietnam.
Manager: What are your skills?
Worker: I can cook Vietnamese food. I can bake cakes.
Manager: Can you work night shift?
Worker: Yes, I can.
Manager: Thank you. We will call you about the job.
Worker: Thank you.

1) Fill in the blanks in Interview C. Use <u>your</u> name and experience.
2) Read and practice Interview C with your partner.
3) Practice Interview C with your teacher.

INTERVIEW C

<u>Manager:</u> (shakes worker's hand) Nice to meet you, _____. I'm Mary Ramos.

<u>Worker:</u> _____.

<u>Manager:</u> Have a seat.

<u>Worker:</u> _____.

<u>Manager:</u> Can you tell me about your experience?

<u>Worker:</u> _____.

<u>Manager:</u> What is your experience?

<u>Worker:</u> I was a _____ for _____ years in _____.

<u>Manager:</u> What are your skills?

<u>Worker:</u> _____.

<u>Manager:</u> Can you work night shift?

<u>Worker:</u> _____.

<u>Manager:</u> Thank you. We will call you about the job.

<u>Worker:</u> _____.

UNIT SIX

PAPERWORK

FILLING OUT THE W-4 FORM

New Words:

Dependent=a person who gets money from parents, husband or wife.

Spouse=husband or wife.

Head of Household=you are single, but other people in your family live with you. You take care of them and give them money.

Child Care Expenses=money you pay to a person who takes care of your children

Dependent Care Expenses=money you pay to a person who takes care of a person in your family, like your sick mom.

Write 1 in Blank A if you are NOT a dependent.

A_____

Write 1 in Blank B if:

a) You are single. You have 1 job.

OR b) You are single. You have 2 jobs, but you get less than $1000 per year from your second job.

OR c) You are married. Your spouse doesn't work.

OR d) You are married. Your spouse works, but gets less than $1000 per year.

B____

Write 1 in Blank C if you are married.

C ____

Write the number of your dependents in Blank D (but not your spouse).

D ____

Write 1 in Blank E if you are single and a Head of Household.

E ____

Write 1 in Blank F if you pay more than $1500 per year for childcare or dependent care.

F ____

Write the number of your children in Blank G if:

a) you are single and you get between $16,500 and $47,000 per year.

OR b) you are married and you get between $21,000 and $60,000 per year.

G ____

Add the numbers in Blanks A-G. Write the total in Blank H.

H ____

FILL OUT THE W-4 FORM. PUT THE NUMBER FROM BLANK H IN LINE 5. DO NOT WRITE ANYTHING IN LINE 6 AND 7. DO NOT WRITE ANYTHING IN THE BLANKS ON THE BACK OF THE FORM.

Form W-4 (1998)

Purpose. Complete Form W-4 so your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

Exemption from withholding. *If you are exempt, complete only lines 1, 2, 3, 4, and 7, and sign the form to validate it.* Your exemption for 1998 expires February 16, 1999.

Note: *You cannot claim exemption from withholding if (1) your income exceeds $700 and includes unearned income (e.g., interest and dividends) and (2) another person can claim you as a dependent on their tax return.*

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet. The worksheets on page 2 adjust your withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. They will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances.

New—Child tax and higher education credits. For details on adjusting withholding for these and other credits, see **Pub. 919,** Is My Withholding Correct for 1998?

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may owe additional tax.

Two earners/two jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one W-4. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Check your withholding. After your W-4 takes effect, use Pub. 919 to see how the dollar amount you are having withheld compares to your estimated total annual tax. Get Pub. 919 especially if you used the Two-Earner/Two-Job Worksheet and your earnings exceed $150,000 (Single) or $200,000 (Married). To order Pub. 919, call 1-800-829-3676. Check your telephone directory for the IRS assistance number for further help.

Sign this form. Form W-4 is not valid unless you sign it.

Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
- You are single and have only one job; or
- You are married, have only one job, and your spouse does not work; or
- Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less. . . B ____

C Enter "1" for your **spouse.** But, you may choose to enter -0- if you are married and have either a working spouse or more than one job. (This may help you avoid having too little tax withheld.) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as **head of household** on your tax return (see conditions under **Head of household** above) . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . F ____

G **New—Child Tax Credit:** • If your total income will be between $16,500 and $47,000 ($21,000 and $60,000 if married), enter "1" for each eligible child. • If your total income will be between $47,000 and $80,000 ($60,000 and $115,000 if married), enter "1" if you have two or three eligible children, or enter "2" if you have four or more . . . . . G ____

H Add lines A through G and enter total here. **Note:** This amount may be different from the number of exemptions you claim on your return. ► H ____

For accuracy, complete all worksheets that apply.
- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single,** have **more than one job,** and your combined earnings from all jobs exceed $32,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $55,000, see the Two-Earner/Two-Job Worksheet on page 2 to avoid having too little tax withheld.
- If **neither** of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 below.

Cut here and give the certificate to your employer. Keep the top part for your records.

Form **W-4** Department of the Treasury Internal Revenue Service

Employee's Withholding Allowance Certificate

► For Privacy Act and Paperwork Reduction Act Notice, see page 2.

OMB No. 1545-0010

1998

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route) | 3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate. *Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

City or town, state, and ZIP code | 4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card . . . . . ► ☐

5 Total number of allowances you are claiming (from line H above or from the worksheets on page 2 if they apply) . | 5 |

6 Additional amount, if any, you want withheld from each paycheck . . . . . | 6 $ |

7 I claim exemption from withholding for 1998, and I certify that I meet **BOTH** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, enter "EXEMPT" here . . . . . ► | 7 |

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ► **Date** ► , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS) | 9 Office code (optional) | 10 Employer identification number

Cat. No. 10220Q

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FILLING OUT THE I-9 FORM

New Words:

Maiden Name= your name before you got married.

A Citizen or National of the United States=you were born or naturalized in the US.

A Lawful Permanent Resident=you have a "green card."

An alien authorized to work until=you have a work permit. On the form, write the date when your work permit ends.

1) Fill out Section 1 of the I-9.

2) Now look at the back of the form. List A is a list of kinds of ID. Circle the kind that you have.

3) Bring the ID from List A to your job on your first day of work. Your employer needs to see it.

IF YOU DO NOT HAVE ID FROM LIST A, YOU NEED **ONE** ID FROM LIST B, AND **ONE** ID FROM LIST C. CIRCLE THEM NOW. BRING THEM TO YOUR JOB ON YOUR FIRST DAY OF WORK. YOUR EMPLOYER NEEDS TO SEE THEM.

Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1998 tax return.*

1	Enter an estimate of your 1998 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1998, you may have to reduce your itemized deductions if your income is over $124,500 ($62,250 if married filing separately). Get Pub. 919 for details.)	1	$
2	Enter: { $7,100 if married filing jointly or qualifying widow(er); $6,250 if head of household; $4,250 if single; $3,550 if married filing separately }	2	$
3	**Subtract** line 2 from line 1. If line 2 is greater than line 1, enter -0-	3	$
4	Enter an estimate of your 1998 adjustments to income, including alimony, deductible IRA contributions, and education loan interest	4	$
5	**Add** lines 3 and 4 and enter the total	5	$
6	Enter an estimate of your 1998 nonwage income (such as dividends or interest)	6	$
7	**Subtract** line 6 from line 5. Enter the result, but not less than -0-	7	$
8	**Divide** the amount on line 7 by $2,500 and enter the result here. Drop any fraction	8	
9	Enter the number from Personal Allowances Worksheet, line H, on page 1	9	
10	**Add** lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter this total on line 1 below. Otherwise, **stop here** and enter this total on Form W-4, line 5, on page 1	10	

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions for line H on page 1 direct you here.*

1	Enter the number from line H on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet)	1	
2	Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here	2	
3	If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. **DO NOT** use the rest of this worksheet	3	

Note: *If line 1 is **LESS THAN** line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4–9 to calculate the additional withholding amount necessary to avoid a year end tax bill.*

4	Enter the number from line 2 of this worksheet	4			
5	Enter the number from line 1 of this worksheet	5			
6	**Subtract** line 5 from line 4			6	
7	Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here			7	$
8	**Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed			8	$
9	Divide line 8 by the number of pay periods remaining in 1998. (For example, divide by 26 if you are paid every other week and you complete this form in December 1997.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck			9	$

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly				All Others			
If wages from **LOWEST** paying job are—	Enter on line 2 above	If wages from **LOWEST** paying job are—	Enter on line 2 above	If wages from **LOWEST** paying job are—	Enter on line 2 above	If wages from **LOWEST** paying job are—	Enter on line 2 above
0 - $4,000	0	38,001 - 43,000	8	0 - $5,000	0	70,001 - 85,000	8
4,001 - 7,000	1	43,001 - 54,000	9	5,001 - 11,000	1	85,001 - 100,000	9
7,001 - 12,000	2	54,001 - 62,000	10	11,001 - 16,000	2	100,001 and over	10
12,001 - 18,000	3	62,001 - 70,000	11	16,001 - 21,000	3		
18,001 - 24,000	4	70,001 - 85,000	12	21,001 - 25,000	4		
24,001 - 28,000	5	85,001 - 100,000	13	25,001 - 42,000	5		
28,001 - 33,000	6	100,001 - 110,000	14	42,001 - 55,000	6		
33,001 - 38,000	7	110,001 and over	15	55,001 - 70,000	7		

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from **HIGHEST** paying job are—	Enter on line 7 above	If wages from **HIGHEST** paying job are—	Enter on line 7 above
0 - $50,000	$400	0 - $30,000	$400
50,001 - 100,000	760	30,001 - 60,000	760
100,001 - 130,000	840	60,001 - 120,000	840
130,001 - 240,000	970	120,001 - 250,000	970
240,001 and over	1,070	250,001 and over	1,070

Privacy Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a completed form will result in your being treated as a single person who claims no withholding allowances. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping** 46 min., **Learning about the law or the form** 10 min., **Preparing the form** 1 hr., 10 min. If you have comments concerning the accuracy of these time estimates or suggestions for making this form simpler, we would be happy to hear from you. You can write to the Tax Forms Committee, Western Area Distribution Center, Rancho Cordova, CA 95743-0001. **DO NOT** send the tax form to this address. Instead, give it to your employer.

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GPO: 1997-419-121

U.S. Department of Justice
Immigration and Naturalization Service

OMB No. 1115-0136
Employment Eligibility Verification

Please read instructions carefully before completing this form. The instructions must be available during completion of this form. ANTI-DISCRIMINATION NOTICE. It is illegal to discriminate against work eligible individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification. To be completed and signed by employee at the time employment begins

Print Name: Last	First	Middle Initial	Maiden Name
Address (Street Name and Number)		Apt. #	Date of Birth (month/day/year)
City	State	Zip Code	Social Security #

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):
- ☐ A citizen or national of the United States
- ☐ A Lawful Permanent Resident (Alien # A _____)
- ☐ An alien authorized to work until ____/____/____ (Alien # or Admission # _____)

Employee's Signature	Date (month/day/year)

Preparer and/or Translator Certification. *(To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.*

Preparer's/Translator's Signature	Print Name
Address (Street Name and Number, City, State, Zip Code)	Date (month/day/year)

Section 2. Employer Review and Verification. To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C as listed on the reverse of this form and record the title, number and expiration date, if any, of the document(s)

List A	OR	List B	AND	List C
Document title: _____		_____		_____
Issuing authority: _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): ___/___/___		___/___/___		___/___/___
Document #: _____				
Expiration Date (if any): ___/___/___				

CERTIFICATION - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on *(month/day/year)* ____/____/____ **and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment).**

Signature of Employer or Authorized Representative	Print Name	Title
Business or Organization Name: **Whatcom Community College, 237 W. Kellogg Rd., Bellingham, WA 98226**	Address (Street Name and Number, City, State, Zip Code)	Date (month/day/year)

Section 3. Updating and Reverification. To be completed and signed by employer

A. New Name (if applicable)	B. Date of rehire (month/day/year) (if applicable)

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.

Document Title: _____ Document #: _____ Expiration Date (if any): ___/___/___

I attest, under penalty of perjury, that to the best of my knowledge, this employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative	Date (month/day/year)

Form I-9 (Rev. 11-21-91) N

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LISTS OF ACCEPTABLE DOCUMENTS

LIST A

Documents that Establish Both Identity and Employment Eligibility

1. U.S. Passport (unexpired or expired)
2. Certificate of U.S. Citizenship *(INS Form N-560 or N-561)*
3. Certificate of Naturalization *(INS Form N-550 or N-570)*
4. Unexpired foreign passport, with *I-551 stamp or* attached *INS Form I-94* indicating unexpired employment authorization
5. Alien Registration Receipt Card with photograph *(INS Form I-151 or I-551)*
6. Unexpired Temporary Resident Card *(INS Form I-688)*
7. Unexpired Employment Authorization Card *(INS Form I-688A)*
8. Unexpired Reentry Permit *(INS Form I-327)*
9. Unexpired Refugee Travel Document *(INS Form I-571)*
10. Unexpired Employment Authorization Document issued by the INS which contains a photograph *(INS Form I-688B)*

OR

LIST B

Documents that Establish Identity

1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

AND

LIST C

Documents that Establish Employment Eligibility

1. U.S. social security card issued by the Social Security Administration *(other than a card stating it is not valid for employment)*
2. Certification of Birth Abroad issued by the Department of State *(Form FS-545 or Form DS-1350)*
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. Native American tribal document
5. U.S. Citizen ID Card *(INS Form I-197)*
6. ID Card for use of Resident Citizen in the United States *(INS Form I-179)*
7. Unexpired employment authorization document issued by the INS *(other than those listed under List A)*

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)

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WORK SCHEDULE

1) Look at the work schedule on the next page. Answer the questions.

New Words:
On Call=maybe the restaurant will call you to come in at this time.
CL=closing=the time the restaurant finishes for the day.

a) What are the dates on this schedule?_____.

b) What hours does Maria Hernandez work on Thursday?

_____.

c) What hours does Jasmine Hart work on Saturday?

_____.

d) What hours does Sara Stevens work on Monday?

_____.

e) What hours does Elyse Tung work on Tuesday?

_____.

LISTEN TO YOUR TEACHER. FILL IN THE BLANK SCHEDULE ON THE FOLLOWING PAGE.

Store: _____

WORK SCHEDULE

Date: MAR 5 - 11

NAME	5 THURSDAY	6 FRIDAY	7 SATURDAY	8 SUNDAY	9 MONDAY	10 TUESDAY	11 WEDNESDAY
Fritsch, Josh	on call at 11:00	11-5			12-8	12-5	11-4
Hernandez, Maria	9-3	9-3			9-2	10-3	9-3
Twilleager, Rachel	11-4	on call at 11:00			11-4	11-4	12-5
Wick, Annie	9-5	9-5			9-3	9-5	
Hart, Jasmine		11-4	5-CL	5-CL	11-5	5-CL	5-CL
Joplin, Kristy	5-CL	12-CL	9-5	8 30-5	5-CL		on call at 11:00
Glad, Trena		6-11	1-5	1-9			6-10
Holz, Amy			12-5				
Moreau, Schurie		5-CL	9-5	9:30-5			
Olsen, Andrea			12-7	on call at 11:00	5-10		5-9
Oiness, Adina			5-CL			5-CL	11-5
Rossmiller, Jennifer	5-9		5-10				
Stevens, Sara		12-7	11-4	5-CL	on call at 11:00		5-CL
Tegt, Dondi	5-CL		5-11	11-4			
Tung, Elyse	6-10					5-9	
Weber, Rachel	12-5		on call at 11:00		5-CL		
Will, Melissa		5-10	11-3	12-7		6-10	

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Store: _____

WORK SCHEDULE

Date: _____

NAME	THURSDAY	FRIDAY	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY
127							128

UNIT SEVEN

LEARNING A JOB

7-1

Finding a Job--Level 1A

Pham is looking for a job.
Conchita tells Pham about a job.
The Sandwich Shop needs a waiter.
Pham is not a waiter.
But he can learn to be a waiter.
The boss gives Pham the job.
The boss tells Pham about the job.
Pham needs to bring the customers a menu.
Pham forgets.
He gives the customers coffee.
But he does not bring a menu.
The customers don't want coffee.
The customers want a menu.
The customers are upset.

Easy Questions

1) What does Conchita tell Pham about?

2) What kind of job is it?

3) Who gives Pham a job?

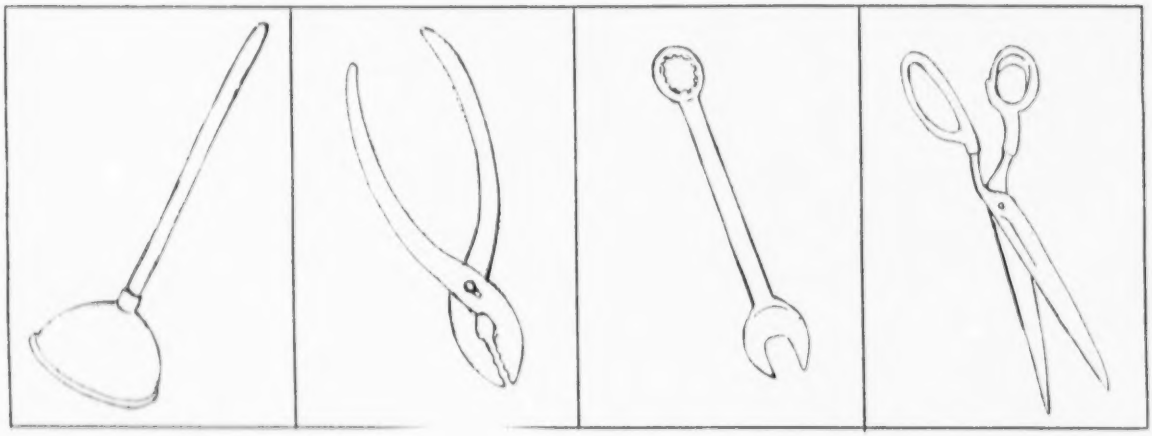
4) What does the boss tell Pham to do when customers come in?

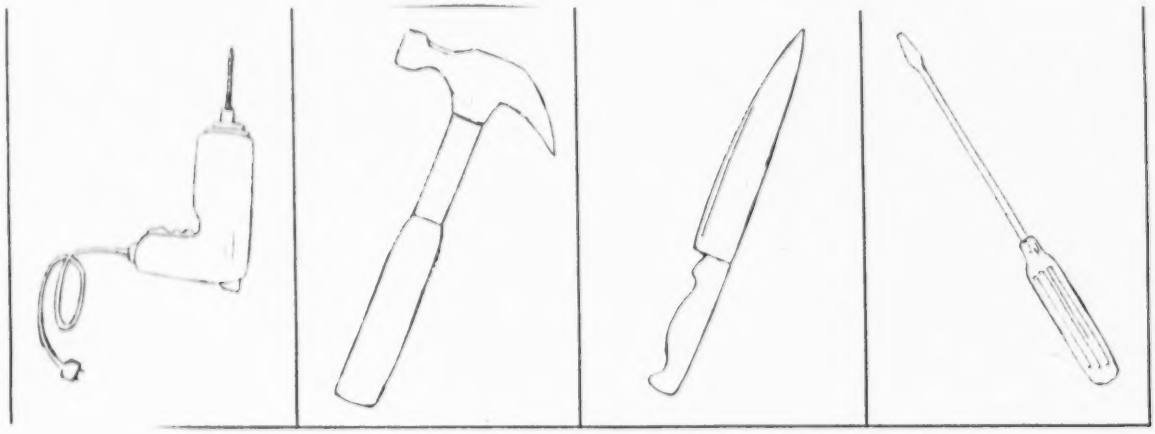
5) What does Pham do when customers come in?

6) How do the customers feel?

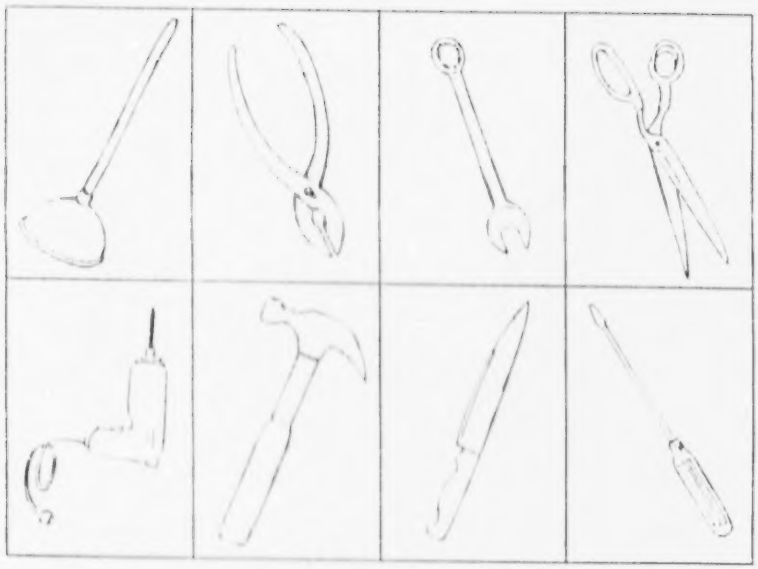
WRITE THE NAME OF THE TOOL NEXT TO THE CORRECT PICTURE.

A) pliers
B) scissors
C) drill
D) plunger
E) screwdriver
F) hammer
G) knife
H) wrench

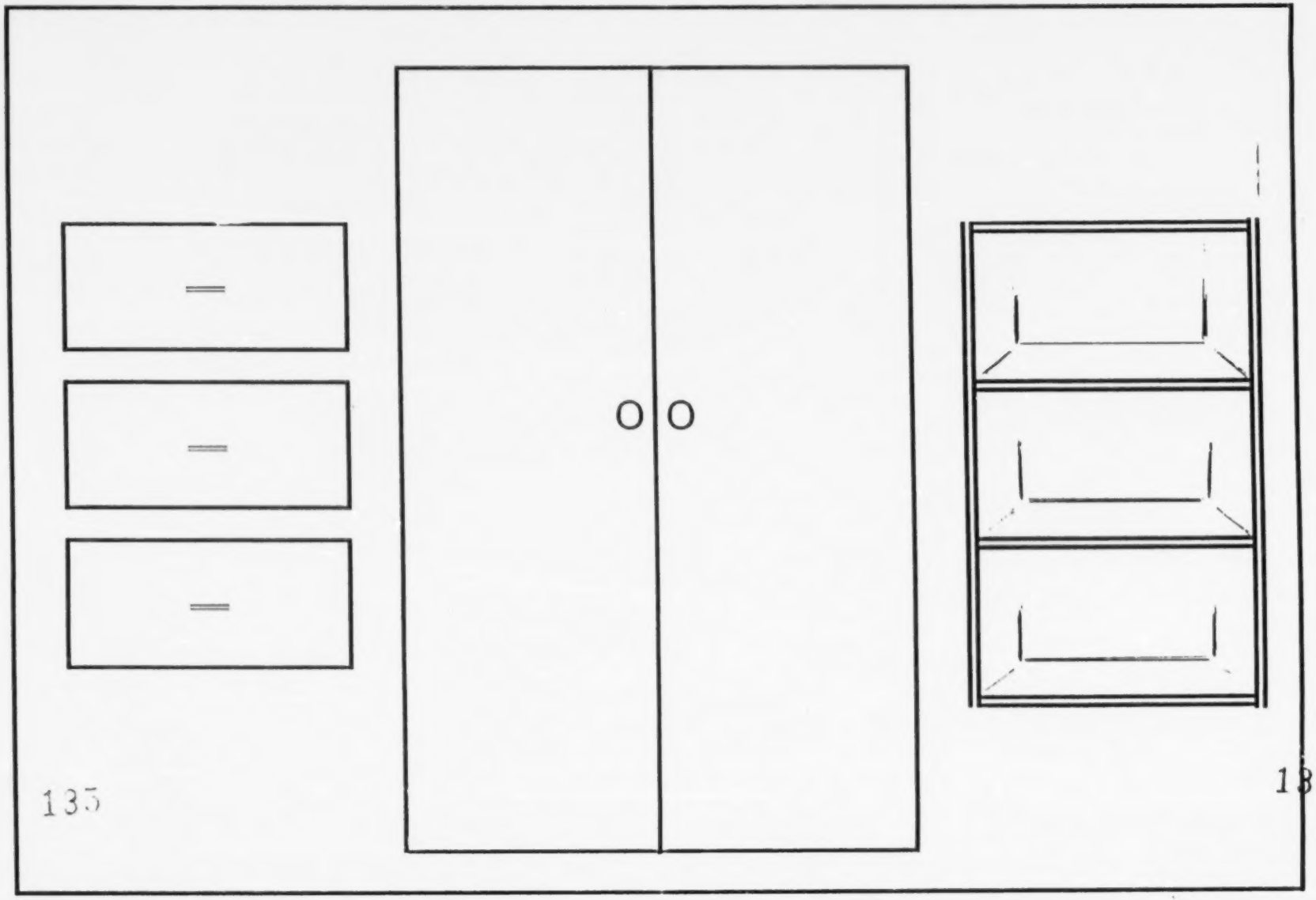




LISTEN TO YOUR TEACHER. CUT OUT THE TOOLS PICTURES.



Put your _____ in the _____.



135

136

WRITE THE WORDS ON THE CORRECT PART OF THE PICTURE.

A) top drawer
B) middle drawer
C) bottom drawer
D) righthand cabinet
E) lefthand cabinet
F) top shelf
G) middle shelf
H) bottom shelf

ASKING FOR REPETITION

Supervisor: Put the drill on the top shelf.
Worker: Excuse me?
Supervisor: Put the drill on the top shelf.
Worker: OK.
Supervisor: And put the screwdriver in the bottom drawer.
Worker: Could you repeat, please?
Supervisor: Put the screwdriver in the bottom drawer.
Worker: OK.
Supervisor: And put the pliers in the right-hand cabinet.
Worker: More slowly, please.
Supervisor: Put the pliers in the right-hand cabinet.
Worker: OK.
Supervisor: Good job.

1) Listen to your teacher. Ask when you don't understand. Put the tools away.

2) Listen to your partner. Ask when you don't understand. Put the tools away.

3) Tell your partner where to put the tools.

ACTIVE LISTENING

Supervisor: Put the drill on the top shelf.
Worker: The drill on the top shelf?
Supervisor: Yes. And put the screwdriver in the bottom drawer.
Worker: The screwdriver in the bottom drawer?
Supervisor: Yes. And put the pliers in the right-hand cabinet.
Worker: The pliers in the righthand cabinet?
Supervisor: Yes. Good job.

1) Listen to your teacher. Ask questions to show you understand. Put the tools away.

2) Listen to your partner. Ask questions to show you understand. Put the tools away.

3) Tell your partner where to put the tools.

ASKING QUESTIONS

Supervisor: Put the screwdriver in the top drawer, put the scissors in the left-hand cabinet, put the wrench on the middle shelf.
Worker: Excuse me. Where do I put the screwdriver?
Supervisor: In the top drawer.
Worker: What do I do next?
Supervisor: Put the scissors in the left-hand cabinet and put the wrench on the middle shelf.
Worker: Could you show me?
Supervisor: Look. They go right here.
Worker: Thank you.

1) Tell your partner where to put the tools. Answer your partner's questions.

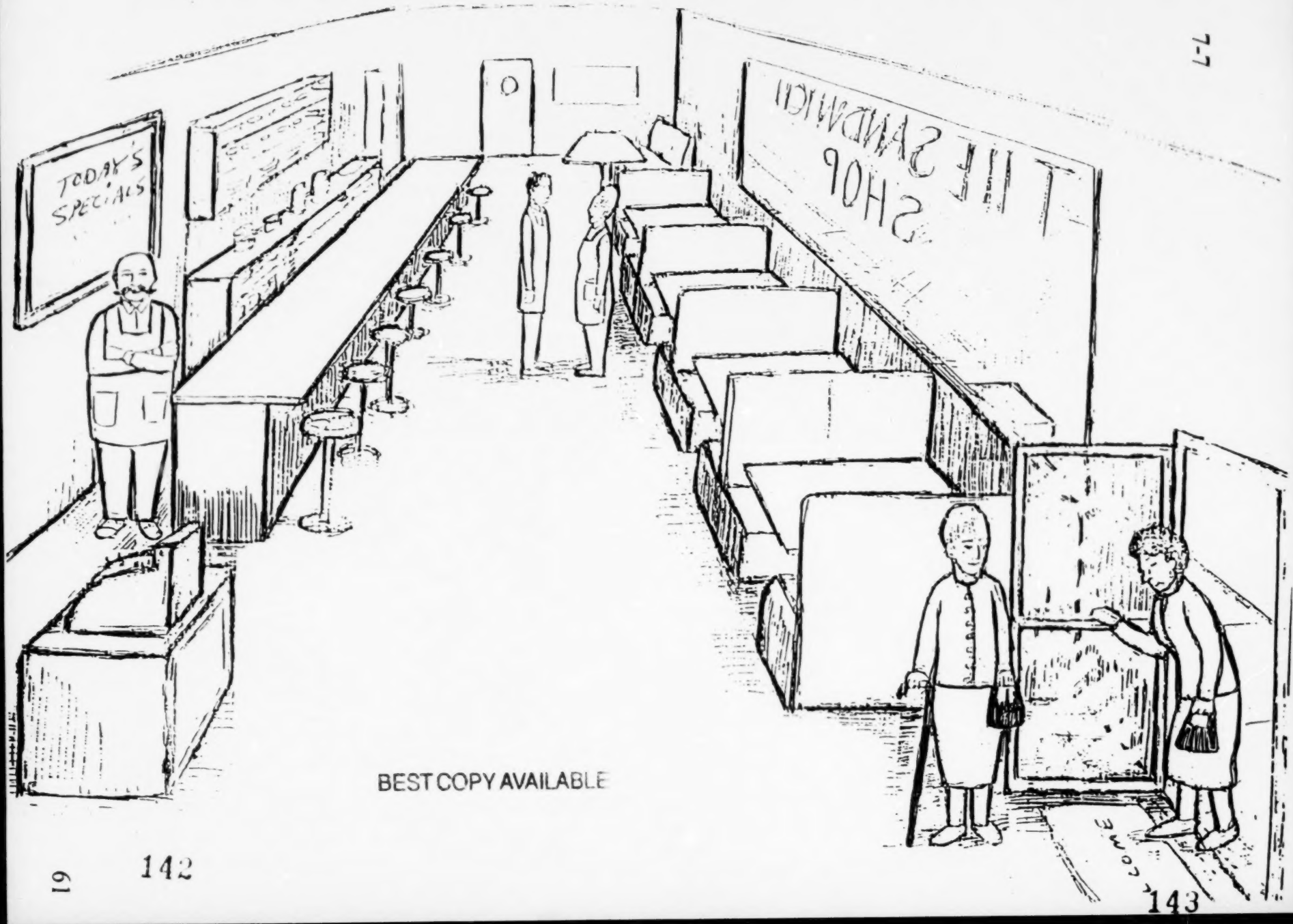
2) Your partner will tell you where to put the tools. Ask your partner questions.

GETTING WORK CHECKED

(Worker puts tools away.)
Worker: Excuse me. Could you check my work?
Supervisor: Sure. (Supervisor checks tools). This is OK, but you need to put the pliers on the bottom shelf.
Worker: Thank you. I'll do that right now. (Worker puts pliers on the bottom shelf). Is this OK?
Supervisor: Yes, that's good.

1) Listen to your partner tell you where to put the tools. Listen actively and ask questions. When you are finished, ask your partner to check your work.

2) Tell your partner where to put the tools. Check your partner's work.



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Communicating on the Job--Level 1A

Pham is a waiter at The Sandwich Shop.
Betty is a waitress at The Sandwich Shop.
Betty talks about sports.
Pham can't understand Betty.
Pham is not friendly to Betty.
Mr. Heinke is the boss at The Sandwich Shop.
The boss wants to talk to Pham.
The boss is not happy.
He says Pham is not friendly to the customers.
He says Pham makes mistakes.
Pham tells the boss that he is sorry.
Pham wants to be friendly.
He talks to Betty.
Pham asks Betty about her grandsons.
Betty tells Pham about her grandsons.
She tells Pham how NOT to make mistakes.
She tells Pham how to talk to customers.

Easy Questions

1) Who is Betty?

2) What does she talk about?

3) Does Pham understand Betty?

4) Who is Mr. Heinke? How does he feel?

5) What does Pham say to Mr. Heinke?

6) What does Pham ask Betty about? Why?

7) How does Betty help Pham?

8) At first, Pham doesn't understand Betty. What do you do when you don't understand?

TALKING TO CO-WORKERS

THURSDAY--INTRODUCING YOURSELF

A: Hi. My name is _____.
B: Nice to meet you, _____. I'm _____.
A: Nice to meet you.

Practice reading the dialogue with your partner. Then stand up and introduce yourself to three other students <u>without</u> looking at your paper.

FRIDAY--GREETING A CO-WORKER

A: Hi. How are you?
B: Fine, thanks. How are <u>you</u>?
A: I'm fine. How long have you worked here?
B: _____. How long have <u>you</u> worked here?
A: _____. Do you like it here?
B: It's not bad. Do <u>you</u> like it here?
A: It's not bad.
B: Nice talking to you.
A: Nice talking to <u>you</u>.

Practice reading the dialogue with your partner. Then stand up and greet three other students <u>without</u> looking at your paper.

MONDAY--TALKING ABOUT YOUR WEEKEND

A: Hi! How are you?
B: Not bad. How are you?
A: Fine, thanks. How was your weekend?
B: _____. How was your weekend?
A: _____.
B: Nice talking to you.
A: Nice talking to you.

Practice reading the dialogue with your partner. Then stand up and ask three other students about their weekends without looking at your paper.

TUESDAY--TALKING ABOUT YOUR FAMILY

A: Hi! How are you?
B: Pretty good. How about you?
A: I'm fine. How is your family?
B: _____. How is your family?
A: _____.
B: Nice talking to you.
A: Nice talking to you.

Practice reading the dialogue with your partner. Then stand up and talk to three other students about their families without looking at your paper.

ASKING FOR HELP

Worker: Could you help me?
Co-worker: Sure. What's the problem?
Worker: I don't know where to put the tools. Could you show me?
Co-worker: Sure. (Co-worker shows worker where to put the tools.)
Worker: Thank you!
Co-worker: Any time!

1) Ask your partner for help putting away tools.

2) Help your partner.

3) Look at the pictures. Talk about the pictures with your teacher.

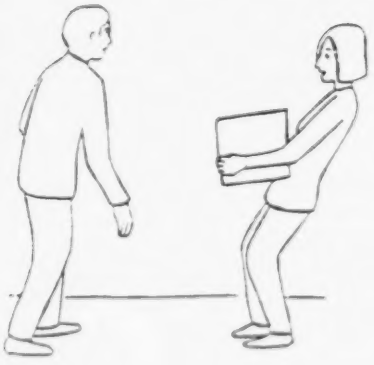
4) Practice asking for help.

Could you help me _____?

A

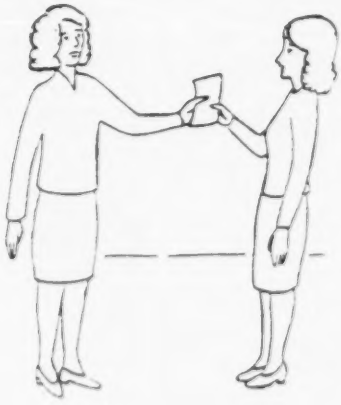
fill out this form?

B



lift this?

C



read this?

D

fix this?

E

find a hammer?

UNIT EIGHT

SAFETY

8-1

Safety on the Job--Level 1A

The boss asks Pham, Conchita and Cristina to clean.
The boss wants Pham to clean the carpet.
The boss wants Conchita to clean the kitchen.
The boss wants Cristina to clean the refrigerator.
Pham turns on the carpet cleaner.
The carpet cleaner is not working.
Pham goes in the kitchen.
Conchita is washing the floor.
Cristina is in the refrigerator.
She can't open the door.
Conchita opens the refrigerator door.
Cristina comes out.
She falls on the wet floor.
Cristina does not want to clean the refrigerator.
She wants to clean the carpet.
She turns on the carpet cleaner.
It is not working.
She looks at the carpet cleaner.
Cristina's hair gets caught in the carpet cleaner.

Easy Questions

1) What does the boss want Pham, Conchita and Cristina to do?

2) What is a carpet cleaner?

3) What happens when Pham uses the carpet cleaner?

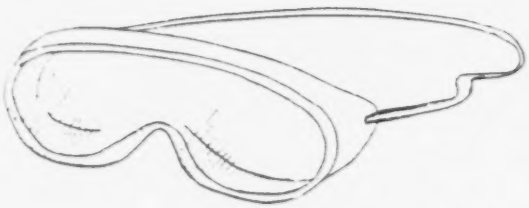
4) What happens to Cristina in the refrigerator?

5) What happens to Cristina in the kitchen?

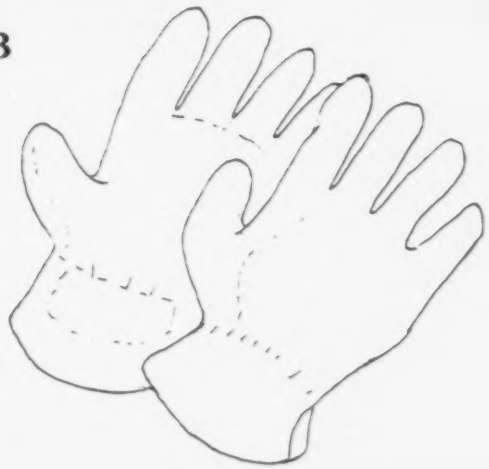
6) What happens when Cristina looks at the carpet cleaner?

7) What kind of accidents can happen at your work or in your home?

A

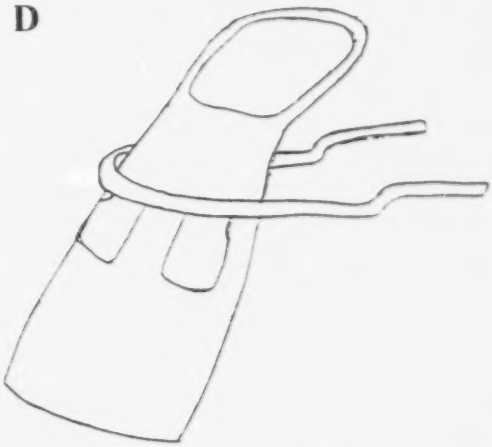


B



C

D



E

F

WRITE THE NAME OF THE SAFETY EQUIPMENT NEXT TO THE CORRECT PICTURE.

A) gloves
B) apron
C) work shoes
D) goggles/safety glasses
E) hard hat
F) ear plugs

SAFETY EQUIPMENT

Safety Equipment	To Protect Your
hard hat	head

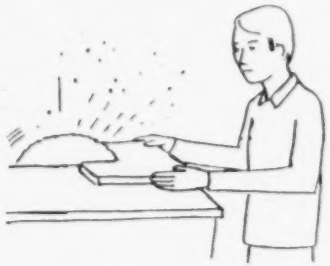
Worker: Excuse me. This is unsafe. I need _____.
Supervisor: OK.

1) Look at the chart. With your partner, practice asking your supervisor for safety equipment.

2) Look at the pictures on the next page. Talk about the pictures with your teacher.

3) Look at the pictures again. With your partner, practice asking for the safety equipment that the people need.

A



B

C

D

E

157

F

G

H

158

WARNINGS

Careful!

It's broken.

Watch out!

It's slippery!

It's no good!

It's sharp!

It's hot!

Watch your head!

Duck!

Look at the pictures again. Practice saying these warnings.

EXCUSE ME, IT'S UNSAFE

Worker: Excuse me. It's unsafe.
Supervisor: No, it's OK.
Worker: I'm sorry. It's unsafe. Please look at it.
Supervisor: (looks at it) OK, I'll fix it.

Look at the pictures of unsafe situations. Practice this conversation with your partner.

UNIT NINE

PERSONAL QUALITIES

PERSONAL QUALITIES

1) RESPONSIBLE

Which worker is responsible?

Dialogue A
9:00
Supervisor: I need you to finish cleaning these rooms by 12:00.
Worker A: OK. I will finish them.
10:00 (the worker needs more cleanser)
Worker A: Excuse me, I need some more cleanser.
Supervisor: OK. Here it is.
12:00 (the worker is finished)
Worker A: I finished the rooms. What's next?
Supervisor: Take a lunch break.

Dialogue B
9:00
Supervisor: I need you to finish cleaning these rooms by 12:00.
Worker A: OK. I will finish them.
10:00 (The worker needs more cleanser. The worker cannot clean without cleanser. The worker takes a break.)
12:00 (the worker is sleeping)
Supervisor: Wake up!

ARE YOU RESPONSIBLE? CIRCLE YOUR ANSWER.

yes no

2) **PUNCTUAL**

Which worker is punctual?

Dialogue A
8:00
Worker A: Good morning, Mr. Kim.
Supervisor: Good morning, Joe.

Dialogue B
8:20
Worker B: Good morning, Mr. Kim.
Supervisor: You're late again, Joe.

ARE YOU PUNCTUAL? CIRCLE YOUR ANSWER.

yes no

3) **POSITIVE ATTITUDE**

Which worker has a positive attitude?

Dialogue A
Supervisor: I need you to wash the windows.
Worker A: I don't like washing windows.

Dialogue B
Supervisor: I need you to wash the windows.
Worker B: OK. I'll be happy to.

DO YOU HAVE A POSITIVE ATTITUDE? CIRCLE YOUR ANSWER.

yes no

4) **SELF-CONTROL**

Which person has self-control?

Supervisor: YOU'RE THREE MINUTES LATE! THAT'S BAD! THAT'S VERY BAD! THAT'S VERY, VERY BAD! THAT'S VERY, VERY, VERY BAD!
Worker: I'm sorry. Tomorrow I will come on time.

DO YOU HAVE SELF-CONTROL? CIRCLE YOUR ANSWER.

yes no

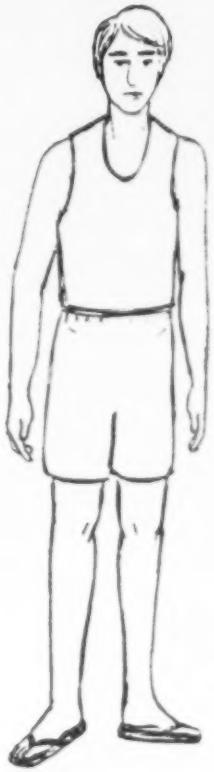
9-2 5) **APPROPRIATE CLOTHING**

Look at the pictures on the next page. Which workers are wearing appropriate clothing?

DO YOU WEAR APPROPRIATE CLOTHING? CIRCLE YOUR ANSWER.

yes no

A



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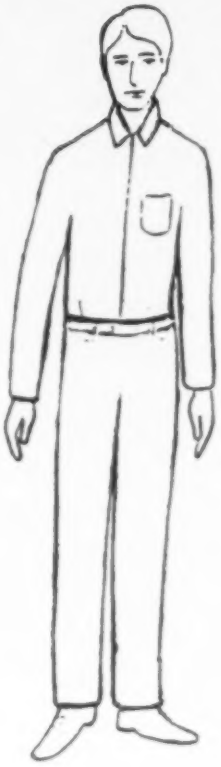

C

D